

Life

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ISBN-13: 978-1-305-25707-8



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Life

5

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Life Level 5 Workbook
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Cover Image: © Steve Bloom Images / Alamy

Compositor: MPS Limited

Cover Image

A male panther chameleon stalking prey
in beach-side vegetation, Bay of Antongil,
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ISBN-13: 978-1-305-25707-8

National Geographic Learning/Cengage Learning

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Unit 1 Relationships

1a Friendship

Grammar present tenses review

1 Complete the questions from a survey on friendship. Use present tenses.

- 1 What person or people (you / spend) the most time with recently?
- 2 (you / consider) this person or people to be close friends?
- 3 How many really close friends (you / have)?
- 4 Would you say your friendship circle (increase) or not?
- 5 (you / make) any new friends in the past month?
- 6 How long (you / know) your closest friend?
- 7 How often (you / see) this person?
- 8 Generally, what qualities (you / look for) in a friend?

Vocabulary friends: nouns and phrasal verbs

2 Match the adjectives in the box to these words. You may use the adjectives more than once.

casual	close	closest	complete
intimate	strong	true	

- 1 a(n) , , friendship
 - 2 a bond
 - 3 a , friend
 - 4 a stranger
 - 5 a acquaintance
- 3** Which word in each group does NOT collocate with the single word next to it? Cross out the word.
- 1 a mutual *friend* / *respect* / *student* / *interest*
 - 2 a fellow *student* / *companion* / *scientist* / *traveler*

- 3 a close *acquaintance* / *relationship* / *friend* / *relative*
- 4 a *flat* / *faithful* / *travel* companion
- 5 a(n) *odd* / *happy* / *blood* couple
- 6 a(n) *fair-weather* / *old* / *passing* friend

4 Complete the sentences. Use the best collocation from Exercises 2 and 3.

- 1 Traveling alone can have its advantages, but I always prefer to have a
- 2 They are a very : Kate is a highly-educated scientific researcher and Dan is a professional soccer player who left school when he was fifteen.
- 3 Relationships where one person thinks they are better than the other don't work, but in this case they have a great for each other.
- 4 Travis is probably my best friend. We were in college.
- 5 I don't really consider Ana to be a : she's the mother of my brother-in-law's wife.

5 Complete the phrasal verbs. Choose the correct option.

- 1 I used to hang *out with* / *around* John a lot at college because we were both swimmers.
- 2 I'm meeting *with* / *up with* a group of colleagues on Friday. Would you like to join us?
- 3 It's very important to stand *by* / *with* your friends when they are in trouble.
- 4 Some people are very good at keeping *up with* / *on with* their old friends. I've lost touch with practically all the people I knew in college.
- 5 Jane and I were friends in high school, but when met we just seemed to pick *off* / *up* from where we left off 20 years ago.
- 6 It's your 30th birthday next month. What kind of celebration are you going *for* / *after*?

1b Young and old

Reading the aging population

There are a couple of reasons many countries have an aging population today. Firstly, the birth rate has declined over the last 20 years—fewer babies are being born. The second reason is that 60 years ago, there was a baby boom; these “baby boomers” are now reaching retirement age. And in general people have a healthier lifestyle: not only do they eat better, they also exercise and keep fit. Lastly, we can’t underestimate the enormous progress that has been made in the field of medicine. These advances have increased life expectancy to around 80 in the developed world. People are also given routine vaccinations against life-threatening diseases, for example, flu shots for the elderly.

The main result of the younger generation being outnumbered by the older is that, in the future, a smaller number of young people will have to support this older population. For all of us, that means working longer, spending more time caring for old people, and paying more social insurance to fund their medical treatment. But of course, it also puts a strain on family relationships. Parents find that, having spent 20 years bringing up their own children, they then spend the next ten looking after their aging parents—often both sets. That means less time together as a couple and less free time to enjoy with other friends and family. It’s not easy.

1 Are the sentences true (T) or false (F)?

- 1 People are not having as many children as in the past.
- 2 People don’t eat and exercise as healthily as in the past.
- 3 Older people are not as much at risk from deadly diseases as they were in the past.
- 4 The average age that anyone in the world can expect to live to is now around 80.
- 5 In the future, the money to support the old will come from the younger generation.
- 6 The aging population will help bring families closer together.

Grammar the passive

2 Rewrite the sentences from the active to the passive form.

- 1 Governments **are forcing** people to work longer.
People to work longer.
- 2 Governments **have raised** the retirement age in many countries.
The retirement age
..... in many countries.
- 3 People **don’t consider** someone to be old until they are about 80.
Someone to be old until they are about 80.
- 4 The government **is encouraging** each family to have more children.
Each family to have more children.
- 5 The government **reduces** taxes for families with more than two children.
Taxes for families with more than two children.
- 6 The public **have not welcomed** the idea of working longer for less money.
The idea of working longer for less money by the public.

3 Choose the correct option.

- 1 Life expectancy *is rising / is being risen* in many countries.
- 2 In the Middle East, the number of young people *is growing / is being grown*.
- 3 The idea of working longer *has not received / has not been received* well by people.
- 4 Some people say that advances in medicine *have gone / have been gone* too far.
- 5 It is unfair that young people *oblige / are obliged* to pay for the care of the old.
- 6 In some countries, people *encouraging / are being encouraged* to have more children.

1c A dynamic society

Reading a study project in Vietnam

- 1 Read an article by a college student, Lauren, who recently returned from a study trip to Vietnam.

Vietnam is a very dynamic society right now. It's being transformed at an amazingly fast rate—both economically and socially. The other students and I were really lucky to experience that first-hand and to meet so many different people of all ages. The people are amazing: really warm and friendly. In terms of the Vietnamese people dealing with these huge changes, I think what you have is an older generation who are very conscious of their history. Many of them have been through two wars and are very aware of how much they've struggled to get to this point now of relative prosperity. And then there's a younger generation and they don't necessarily see all that effort. They kind of take this new wealth and opportunity for granted. I think they see the world opening up and they really want a part of it. On the other side, the older generation desperately want their children and grandchildren to understand Vietnam's history and be proud of it, and to respect Vietnamese traditions.

It seemed to me that the gap between old and young is being bridged by the generation in the middle—I guess the thirty- and forty-somethings. We spent a day in a fishing community near the Mekong Delta and we had a meal with a family there, and all the generations were getting along fine together. I had the impression that the parents kind of balanced the home. The grandparents are really included and involved in things—they get to take care of the grandchildren and to teach them what they know.

You could see that really clearly. And at the same time, the grandparents are definitely listened to and treated with respect by the parents and the children. I was really impressed by that.



- 2 Are the sentences true (T) or false (F)?

- 1 Lauren went on a study trip as part of her college education.
- 2 Vietnam is in a period of great economic and social change.

- 3 Lauren didn't have the opportunity to meet a lot of ordinary Vietnamese citizens.
- 4 The older generation has suffered to reach where they are now.

- 3 Look at the phrases in bold. Choose the correct definition (a–c).

- 1 We were lucky to experience that **first-hand** ...
 - a for ourselves
 - b for the first time
 - c something no one else has ever experienced
- 2 We **got to** meet ...
 - a had the opportunity to meet
 - b were obliged to meet
 - c met by chance
- 3 They **take** this new wealth **for granted** ...
 - a are suspicious of it
 - b are grateful for it
 - c assume it should be like this
- 4 They don't know **which way to turn** ...
 - a the rules
 - b what to do
 - c where to drive
- 5 The generation in the middle **bridges the gap** ...
 - a creates a space between two things
 - b joins two sides
 - c crosses from one side to another
- 6 The **30-somethings** ...
 - a the 1930s
 - b a group of 30 objects
 - c people in their 30s

1d What a nice surprise!

Real life meeting people you know

- 1** Look at the sentences. Some prepositions are missing. Insert the correct preposition, where necessary.
- Nice bumping you here!
 - How's it going?
 - What have you been up lately?
 - I've been completely snowed with work.
 - Being self-employed obviously agrees you.
 - Do you see much Lisa these days?
 - How is your daughter doing college?
 - Please give them my regards.
 - I'm a hurry.
 - Good luck the new job.

2 Grammar extra present perfect and present perfect continuous

Look at the highlighted verbs in the sentences (1–4). Are they in the present perfect simple (PP) or present perfect continuous (PPC) form?

- He's **moved** to New York for his job.
 - What **have you been doing** since I last saw you?
 - I **haven't seen** Hannah for ages.
 - She's **been preparing** for her final exam.
- 3** Look at the sentences in Exercise 2 again. Answer the questions.
- Which tense emphasizes how someone has spent their time recently?
 - Which tense emphasizes a present result?
- 4** Read the conversation. Choose the correct option.

Ben: Hi Sam. I've ¹ *wondered / been wondering* how you were.

Sam: Oh, hi Ben. I'm fine. I've ² *worked / been working* in Chicago for the last three months.

Ben: Well, You're looking very well. Have you ³ *decided / been deciding* to move up there?

Sam: No, it's just a temporary job. I've ⁴ *helped / been helping* to renovate an old hotel. And how is Emily?

Ben: Fine, thanks. She's just ⁵ *finished / been finishing* her nursing degree.

Sam: Really? That's fantastic.

Ben: It was great to see you again. I should probably get going.

Sam: OK. Could I have your phone number again? I've ⁶ *lost / been losing* it.

Ben: Sure. It's 617-555-1135

Sam: Thanks. Well, talk to you soon, I hope.



1e News from home

Writing an informal email

- 1 Complete the email to a friend who is working in another country. Use the sentences and phrases (a–g).
- So keep your fingers crossed for me.
 - Love,
 - How are you doing?
 - Anyway, send me your news when you **get** a minute to write.
 - What news is there from here?
 - I'm sorry I haven't written sooner.
 - Dear Esther,

1
 2 I hope everything is going OK. 3 I've been really busy at work the last few weeks. Everyone has been asking about you. How is your Arabic coming along? I imagine you're able to **get by** with day-to-day conversations by now.
 4 Well, shortly after you left, I **got** a letter from a fashion designer in New York. They saw some of my work in a catalog for the store that I work for and they want me to fly over to New York for an interview. I'm trying not to **get** too excited about it in case they don't offer me a job, but as you know, it's always been my dream to **get** a job with a famous designer.
 5
 The other big piece of news is that Sarah is going to **get** married next year! I've met her boyfriend and he seems like a really nice guy. They've set the date for July 9. I hope you'll be back by then.
 6
 It'd be great to hear how things are there.
 7
 Sophie

Word focus **get**

- 2 Look at the verb **get** in **bold** in the email in Exercise 1, either on its own or as part of a phrasal verb. Match the uses of **get** to a word with a similar meaning in the box.

be become have manage obtain received

.....

- 3 Look at the verb **get** in these sentences. Write a synonym for **get** in each sentence.
- I'm sorry. I don't **get** what you're saying. Why do I have to wait?
 - Can you **get off** the phone? I'm trying to work.
 - I **got** this jacket for \$20 on sale.
 - Call me when you **get to** the station.
 - We had to **get** a taxi because there were no buses.
 - It was a bad cold. It took me two weeks to **get over** it.
 - They **got** first prize in the dancing competition.
 - Could you **get** the map from the car so that we can plan our route?

- 4 Rewrite this informal email.

- First write the verbs in the correct tense.
- Then see how many verbs you can replace with **get**.

Dear Jack,
 I 1 (receive) your email yesterday.
 I 2 (be) glad that you 3 (arrive) there safely. It 4 (sound) as if you 5 (have) a really busy time.
 Sorry to hear that you 6 (be) delayed at the airport. I 7 (hope) you 8 (recover) now from the long flight to Chennai.
 I hope the weather 9 (not/become) any hotter! 110 degrees Fahrenheit 10 (sound) quite enough! I 11 (not/think) I 12 (ever/experience) temperatures like that.
 Nothing much 13 (happen) here since you left. I 14 (try) to find a new job, but I 15 (not/be) able to find anything yet. I'll let you know when I 16 (find) one.
 Good luck with everything there and write again soon.
 Love,
 Theresa

Wordbuilding forming adjectives from nouns

1 Complete the table. Form adjectives from the nouns and verbs below.

care conservation control child decision depend difference dominate entrepreneur fool
help humor industry intellect self love play practice respect sense study

-ful	-ish	-ive	-ious/-ous	-ent/-ant	-al	-ing
<i>respectful</i>	<i>foolish</i>	<i>sensitive</i>	<i>studious</i>	<i>dependent</i>	<i>entrepreneurial</i>	<i>caring</i>
.....
.....

2 Complete this interview about a family using adjectives from Exercise 1.

Are you a close family?

Yes, we are. We all have our own lives and careers so we are not ¹ on each other, but we remain very close.

Why do you think that is?

We were brought up in a very ² and loving environment and taught to look after each other.

Is there a clear head of the family?

It's quite a ³ and traditional family in many ways. My father is certainly the ⁴ figure—he gives the orders.

And do you all share a particular family trait?

We're all quite ⁵ and down-to-earth people: good with our hands.

Is there someone in the family you admire especially?

My uncle, who's a historian. He's more ⁶ and quite a deep thinker, but he can also be very ⁷ He tells some very funny stories.

Has your family influenced your own path in life?

Yes. My father is an inventor and I think I have inherited his ⁸ spirit. I set up my own business when I was 22. He's also very hard-working and we are ⁹ types too.

4 Now write a word family for another word. Choose two from the list.

fortune immigration influence obey
respect support

Check!

5 Do the quiz. Choose the correct option. All answers appear in Student Book Unit 1.



- Orangutans are unusual in that they like to
a spend time with other animals
b share their food
c live independently
- A fair-weather friend is someone who
a helps you in difficult situations
b makes a bad situation better
c is only a friend in good times
- In which passive sentence is there NO agent?
a Bella has been raised in China.
b The right brands are selected by Bella.
c Her parents are confused by all the changes taking place in China.
- The adjective from the noun *rebel* is... .
a rebelful b rebellient c rebellious
- An expression for saying you are overloaded with work is to be... .
a snowed up b snowed in c snowed under

Learning skills extending your vocabulary

3 You can extend your vocabulary by making word families. Look at the word *decide*. How many words can you think of that are related to it? Complete the words and expressions.

- different parts of speech: *decision* (noun), *decisive* (adjective), ¹ (adverb)
- opposites: *indecision*, ²
- synonyms: *make up your mind*, *come to a* ³

Unit 2 Storytelling

2a March of the Penguins

Reading a film documentary

1 Read the interview with a film director.



March of the Penguins tells the remarkable story of emperor penguins who each year journey for hundreds of miles across the ice of Antarctica to reach their traditional breeding ground. French director Luc Jacquet spoke to us about the challenges of making *March of the Penguins*.

Your background is as a biologist. How did you become interested in penguins?

In 1992, I spent fourteen months at the French scientific center in Antarctica doing research. In my career, I have also worked as a cameraman. I helped to shoot another film, *The Congress of the Penguins*, in 1995.

In the film, the narration comes from the penguins' perspective—we hear their thoughts. Why did you choose this storytelling technique?

I wanted to get away from the documentary genre and to write a story that made the viewer feel like he or she was really right there with the penguins.

How did you approach the penguins?

It was easy to get near them. They have never experienced any form of colonization, so they're not scared of humans.

How would you describe the overall theme of the movie?

I wanted to tell things as I felt them, rather than as a scientist. It's about the struggle between life and death. The penguins have learned to live where no other creature can. This is what struck me the most. How do they do that? How do they manage?

Grammar simple past and present perfect

2 Look at the filmmaker's answers in the interview. Find examples of the following:

- 1 his experience in general (present perfect)
.....
- 2 something he did at a specific time in the past (simple past)
- 3 something the penguins did in the past that has a present result (present perfect)
.....

3 Complete the final part of the interview using the verbs in the present perfect and simple past forms.

Some would say you have to be crazy to spend more than a year in such an inhospitable environment.

I ¹ (met) many explorers and adventurers in my life. Some of them
² (spend) their careers climbing mountains, others like to cross the desert or the ocean. I ³ (always / feel) comfortable in the polar environment. On this visit, I ⁴ (get) a particular sense of adventure. Yes, I ⁵ (encounter) a lot of difficulties. But once I had been there for a while, my body ⁶ (adapt) to the environment. Over time, I ⁷ (learn) to deal with the terrific wind, which in some ways is worse than the cold temperatures. Everyone who ⁸ (visit) the polar regions for any length of time will tell you this. What you have to do is to learn to minimize body movement. So I ⁹ (not / run) anywhere when I was there. I just
¹⁰ (do) everything carefully and slowly.

2b True stories

Grammar past tenses review

- 1 Complete the story about adventurer Aron Ralston using the correct past tense form of the verbs in parentheses.

On April 25, 2003, Aron Ralston
1 (drive) to Moab, Utah,
where he mountain-biked the famous Slickrock
Trail. He then 2 (make) his
way to Horseshoe Canyon. When he
3 (arrive), night
4 (fall), so he made camp.

He 5 (climb)
into the canyon on April 26. He
6 (go) about five miles when
he came to a section where a series of large
boulders 7 (hang), wedged
between the walls of the canyon.

He 8 (not/tell) anyone where
he was. It would be days before anyone realized
that he was missing. Ralston 9
(stand) on a small stone, facing the boulder that
10 (crush) his hand. The pain
was intense, but he was determined to stay in
control...

Ralston 11 (wait) there for five
days. But by the time the search teams started out,
he 12 (already/decide)
what he had to do...

- 2 Look at the sentences. If it got dark at 6:00 p.m.,
when did Ralston arrive in each case? Match the
sentences (1–3) with the times (a–c).

- 1 When he arrived at Horseshoe Canyon, night fell.
.....
- 2 When he arrived at Horseshoe Canyon, night
was falling.
- 3 When he arrived at Horseshoe Canyon, night
had fallen.
 - a around 6:00 p.m.
 - b 6:00 p.m.
 - c 7:00 p.m.

3 Grammar extra present tenses for narratives

Read this short review of the movie *127 Hours*,
the Aron Ralston story. What tenses are used
to describe the plot of the film?

Movie title: *127 Hours*

Rating: 8.5

Director: Danny Boyle (*Slumdog Millionaire*,
Trainspotting)

Actors: James Franco, Kate Mara, Amber Tamblyn

Genre: Action film

Release date: November 2010

Synopsis: Aron Ralston, a 27-year-old hiker, is
canyoneering in Utah's remote Bluejohn Canyon. An
800-pound boulder falls and traps his hand, making
it impossible for him to move. He hasn't told anyone
where he is going. Based on a true story.

► GRAMMAR EXTRA present tenses for narratives

We use present tenses to describe the plot of a book or a movie
and to review them.

*In the movie "127 Hours" Aron Ralston is canyoneering in
Utah's remote Bluejohn Canyon.*

An 800-pound boulder falls and traps his hand.

He hasn't told anyone where he is going.

This use of the present tense is sometimes referred to as "the
present historic."

- 4 Look at the grammar box. Then complete
the synopsis of a book using the verbs in the
correct tense.

Book title: *To the Ends of the Earth*

Author: Ranulph Fiennes

Genres: Autobiography; travel; adventure

Synopsis: The mountaineer and explorer Ranulph
Fiennes 1 (give) a personal and
gripping account of an expedition around the world
from top to bottom. The adventures really
2 (begin) once the group
3 (reach) Antarctica and tensions
4 (grow) between the friends,
while all the time conditions 5
(get) worse.

2c Children's stories

Reading the stories of Oscar Wilde

Oscar Wilde's collection of short stories *The Happy Prince and Other Stories* is ostensibly for children, but like all good children's literature, the stories have been written in a way that transcends age: their meaning is just as relevant for adults as it is for children. The stories contain elements of a traditional fairy tale—giants, speaking animals, perhaps a message too—but they are more than just good stories. They have a lyrical quality and a beauty...often this beauty lies in their sadness. I remember being quite upset by them as a child and when I re-read them to my children some 30 years later, I still had to keep back the tears. In fact, it's impossible not to be moved by them. When I said they had a message, I should qualify that by saying that Oscar Wilde kept from giving moral lessons. He simply threw light on human behavior and then left the reader to make up their own mind. Let me give you an example—the story of *The Happy Prince*.

The Happy Prince is a statue that stands high in the square of an old town in northern Europe. It's a fine statue covered in gold leaf and decorated with jewels for eyes and jewels in his sword. From where he stands, he can keep abreast of all that's happening in the town, good and bad. One day, a little swallow arrives, flying on its way south to a warmer climate in Egypt for the winter. He stops to rest on the shoulder of the Happy Prince and the prince asks him for his help. He persuades the swallow to take the gold and jewels from his statue to various people in need around the town: a little boy selling matches in the street, a poor artist in his cold attic room. The swallow stays for some days keeping the prince company and doing good errands for him until he has taken all the gold and jewels from the statue. Unfortunately for the swallow, it has got too late and too cold for it to continue its journey and it dies at the foot of the statue. The town councilors come by and see the statue all grey and plain-looking with a dead bird lying at its feet, and thinking it's an eyesore, they decide to pull it down and melt it so that the metal can be turned into something useful. The workers at the metal foundry find one part won't melt—the Happy Prince's heart—and they throw it on the rubbish tip where the dead swallow is lying.

1 Are the sentences true (T) or false (F)?

- 1 The stories were written for children.

- 2 The stories were published recently.
- 3 All the stories reveal something about human behavior.
- 4 In the story of the Happy Prince, the statue of the prince can think, feel, and speak.
- 5 The Happy Prince wants to help the little bird.
- 6 The Happy Prince has a happy ending.

Word focus keep

2 Look at the phrases with *keep* from the story of *The Happy Prince*. Match the phrases (1–4) with the correct meaning (a–d).

- 1 I still had to **keep back** the tears.
- 2 Oscar Wilde **kept from** giving moral lessons.
- 3 From where he stands, he can **keep abreast of** all that is happening in the town.
- 4 The swallow stays for some days **keeping** the prince **company**.
 - a spend time with
 - b prevent (someone) from doing something
 - c hold in and not release something
 - d stay in touch or up-to-date with

3 Complete the sentences using these phrases. You will need to use the correct form. There are two extra phrases.

keep abreast of keep an eye on keep track of
keep (someone) company keep (someone) from
keep a secret keep a promise

- 1 Thanks for your help and sorry if I your work.
- 2 Those flowers are a thank you present from Sarah. I her apartment while she was away.
- 3 People visit my grandfather on the weekend, but during the week there is no one to
- 4 My brother is traveling around the world and he sends me emails so I can his progress.
- 5 It's not fair to ask someone to if they know telling it will help someone they know.

2d I can sympathize

Real life reacting to stories

1 Look at these situations where things have gone wrong. Complete the sentences using the correct form of the verb.

- 1 My pants got caught on a nail and (rip).
- 2 The key (break) in the lock as I was turning it.
- 3 The boy put his head through the railings and it got (stick).
- 4 He had (make) a big hole in his sweater.
- 5 The pipe (freeze) because it was so cold.
- 6 When it warmed up again, the pipe (burst).

2 Underline the words or phrases that can begin each reaction. Sometimes more than one answer is possible. Then match the reactions to the situations in Exercise 1.

- a *How / What a / That was* nightmare!
- b *How / What a / That was* good thinking.
- c *How / What a / That was* embarrassing.
- d *How / What a / That was* lucky.
- e *How / Poor / What* a stroke of luck.
- f *How / Poor / What* strange.
- g *How / Poor / What* you!
- h *How / What / That must have been* a relief.
- i *How / What / That must have been* awkward.
- j *How / What / That must have been* a disaster.

3 Read a conversation between two friends talking about a travel story. Answer the questions.

A: How was the trip?

B: Well, we had a great time once we got there, but getting there was a complete nightmare.

A: Oh, no. Poor you! What happened?

B: Well, about four hours before we were due to leave, Hannah realized that her passport was out of date.

A: Oh, that's awful. So did you leave her behind?

B: No, Paul took her straight to the passport office in Hartford and someone had just canceled their appointment, so they were able to get Hannah a new passport within an hour.

A: That was lucky. And where were you?

B: I went to the airport to wait for them and kept in touch with them by phone.

A: How stressful! Did they make it in time?

B: Well, they wouldn't have made it, but the plane was delayed by two hours, so in the end they got there with a little time to spare. But my nerves were completely destroyed by then.

A: I can sympathize. I hate being late when I'm traveling. Did the rest of the trip go OK?

B: Yeah, it was great, thanks. Costa Rica was fabulous. But I made sure we got to the airport four hours early for the flight back.

A: Did you? I don't blame you. I think I would have done the same thing...

1 What was the problem?

.....

2 How did they resolve the problem?

.....

3 How did the speaker feel by the end of their ordeal?

.....

.....

4 Complete the reactions (1–6). Use phrases a–f.

- a How stressful!
- b Oh, that's awful.
- c I think I would have done the same thing.
- d Oh, no. Poor you!
- e I can sympathize.
- f That was lucky.

1 What happened?

2 So did you leave her behind?

3 And where were you?

4 Did they make it in time?

5 I hate being late when I'm traveling.

6 Did you? I don't blame you.

2e “Don’t move!”

1 Writing skill using descriptive words

Read this passage from a story and underline all the verbs and expressions that describe how people speak.



“Don’t move,” she whispered, “I think I can see an animal in the bushes.” “I know,” Dominic replied anxiously. “I can hear it too.” They stayed where they were, waiting to see what would appear from the bushes. Dominic, who was clearly very frightened, moaned quietly. “Be quiet,” muttered Lara, “or you’ll attract its attention.” Just then, the branches parted and a tall man in white clothes stepped out into the clearing. “Hello there!” he cried.

2 Match the descriptive verbs (1–7) with the phrases (a–g).

- | | |
|-----------------|---------------------------------------|
| 1 he cried | a she said wearily |
| 2 she moaned | b she said complainingly |
| 3 she whispered | c he said loudly |
| 4 he screamed | d he shouted at the top of his voice |
| 5 he muttered | e he said under his breath |
| 6 she sighed | f she said, not enunciating her words |
| 7 she mumbled | g she said softly |

3 Writing skill extra punctuation

Look at the sentences (1–4). Are the statements (a–d) true (T) or false (F)?

- 1 He said, “What a surprise!”
 - 2 “I know,” she said, “that you don’t like eating spicy food.”
 - 3 “Do you agree?” he asked.
 - 4 “I don’t agree,” he said.
- a You must put quotation marks at the beginning and end of each direct quotation.
 - b Question marks and exclamation marks belonging to the quotation must be inside the quotation marks.
 - c You always need a comma to separate the verb of saying from the direct quotation.
 - d If you break a sentence of a direct quotation and insert a verb of saying, you must put a comma after the verb and before the next set of quotation marks.

4 Punctuate the following passage from a story with quotation marks and commas where necessary.

I don’t think this is going to work
Christopher sighed. We’ve been trying to
build this canoe for three days and it still
looks like a lump of wood. The wood’s too
hard he added. Actually, Christopher said Jen
encouragingly we are making some progress.
What we really need to do is find some better
tools. Just then Tom screamed I’ve got it!
Instead of using our penknives directly on
the wood, why don’t we make some better
tools using our knives?

Writing a story

5 Write the opening paragraph of a story about two friends’ encounter with a fierce animal. Follow these instructions:

- Begin with the most dramatic point in the narrative.
- Use descriptive verbs of speaking and moving.
- Use some direct speech. Make sure you punctuate it correctly.

Wordbuilding synonyms

- 1 Make pairs of close synonyms from the following words.

A an author an audience a blockbuster
a movie theater to edit a movie a hero
to publish a remake a sequel

B a best-seller to cut a follow-up a heroine
a film a multiplex a novelist
a re-release viewers to release

- 2 Match words from Exercise 1 with the definitions.

- 1 a writer of stories
- 2 a leading female character
- 3 people who watch TV
- 4 a very successful book
- 5 to distribute a movie for public viewing
.....
- 6 to remove a scene from a movie
.....
- 7 a book or movie that is the next part of the story
.....
- 8 a movie theater with many screens
.....
- 9 a movie which is distributed for a second time
.....

- 3 Look at these synonyms to do with speaking and movement. Choose the correct definition (a or b) for each.

- 1 We **trudged** for miles and miles in the baking heat.
- 2 We **stumbled** through the thick undergrowth, desperate to find a path.
a walk almost falling forward
b walk wearily
- 3 He **muttered** something about it not being fair.
.....
- 4 Try not to **mumble**. It's very difficult to hear what you're saying.
a speak indistinctly because you don't want to be heard
b speak indistinctly
- 5 She **edged** towards the door and turned the handle slowly.
- 6 She **walked back slowly** to the window and looked out.
a move slowly
b move slowly and carefully

Learning skills pronunciation

- 4 Without good pronunciation, people can't understand you. Read these tips to help improve your pronunciation.
- 1 Don't speak too fast. It's better to be slow and clear than fast and misunderstood.
 - 2 Practice saying phrases and short sentences rather than individual sounds. Listen to native speech and try to imitate the sounds you hear.
 - 3 Record yourself and compare your pronunciation with a native speaker's.
 - 4 Listen to songs in English and imitate exactly what you hear.
 - 5 Practice your pronunciation every day. Choose phrases and texts you have learned in the unit.
- 5 Look at these phrases from Unit 2. Follow steps 1–3 in Exercise 4 to practice pronouncing them.
- a What a nightmare!
 - b That must have been a relief.
 - c I can sympathize with that.
- 6 Write a brief presentation on a topic of interest to you. Read it aloud and record yourself. Analyze your pronunciation and note your mistakes.

Check!

- 7 Do the quiz. All the answers are in Student Book Unit 2.

1 What kind of film or book are these?

- a *Senna*
- b *The Frog Prince*
- c *The Lord the Rings*

2 What were these people's jobs?

- a Peter Jackson
- b Wilhelm Grimm
- c Steve Winter

3 What are these three English idioms?

- a a narrow escape = a close
- b a lucky chance = a of luck
- c to get a little exercise = to
your legs

Unit 3 Science and technology

3a No magic answer

Reading population growth

Overpopulation is a complex problem that demands complex solutions. First, let's outline a few basic facts.

Firstly, each person on the planet takes up space, consumes resources, and creates waste. So the more people there are, the greater the problems of dwindling resources, overcrowding, and pollution are going to be.

Secondly, rising standards of living—a product of economic growth—have exactly the same effects. Rich people have bigger houses, buy more consumer goods, and generate more waste. So even if the population remains the same, economic growth will create similar problems.

But economic optimists don't worry about an increasing population because, according to them, people don't deplete resources, they create them. For them, more people mean more human intelligence and more brains to find clever ways to boost resources. One example they give is the "Green Revolution." Over the last 60 years, agricultural food production has grown dramatically—faster than the population, in fact. Through the engineering of better seeds and plants, which are more resistant to disease, experts predict that there will be enough food for all of us in the future.

Another example is the Gates Foundation's work in combating disease in poor countries through a program of vaccination. You would think that saving lives through vaccination would actually increase the population, not decrease it. Parents in under developed countries want to ensure that at least two children will be around to look after them when they are old. So they raise this probability by having more children. However, research shows that when you improve health in such communities, the population growth rate will fall within half a generation. Bill Gates believes that if we continue this work, the world population will peak at 8.3 billion by 2050 rather than the 9.3 billion currently predicted.

Grammar future forms review

- 1 Read these comments about the views expressed in the article. Choose the correct option.

1 "Bill Gates argues that if you improve health, people *will have / are having* fewer children. But

what he doesn't say is that the result *will be / is about to be* more and more old people."

- 2 "If we *will rely / are going to rely* on new technology to solve this problem, then we're in trouble. New technology creates as many problems as it solves."
- 3 "I'll tell / I'm going to tell you something—I *will be / I'm going to be* very surprised if the population growth rate *won't start / doesn't start* to fall in the next 20 years."
- 4 "I'm suspicious of people like Bill Gates. He made a fortune in business and now he *will save / is going to save* the world."
- 5 "Actually, I'll go / I'm going to hear Bill Gates speak at a climate change conference this week. It *will begin / begins* on Friday."

- 2 Read the conversation about plans to attend a conference. Complete the sentences using the appropriate future form of the verbs.

Phil: Hi, Anna. ¹ _____ (you / go) to the Future Foods Fair next weekend?

Anna: Yes, I am. How ² _____ (you / get) there?

Phil: I ³ _____ (probably / drive). What about you?

Anna: I haven't decided. Perhaps I ⁴ _____ (go) by train.

Phil: Don't do that—it's so expensive. I ⁵ _____ (give) you a ride.

Anna: That would be great. What time ⁶ _____ (you / leave)?

Phil: Well, the conference ⁷ _____ (start) at 10, so I thought about 8:30.

Anna: That sounds perfect. Do you think it ⁸ _____ (finish) by 6?

Phil: I hope so. I need to be back by 7:30.

Writing population predictions

- 3 In your notebook, write your ideas about what you predict will happen with population numbers in the future.

3b Smart technology

Grammar future continuous and future perfect simple

1 Read the sentences and choose the correct option.

- In a few years, I'm sure we *will be hearing* / *will have heard* a lot more about this technology.
- In the future, stoves *will be making* / *will have made* our meals for us.
- We *will all be using* / *will all have used* intelligent fridges when food packaging is intelligent too.
- In the next ten years, lack of water *will be becoming* / *will have become* a big issue, so we need to find alternatives.
- In the future, people *will be using* / *will have used* energy fields that isolate a particular space from the rest of the house.
- I don't think people *will be cleaning* / *will have cleaned* kitchen surfaces either in the future.
- Soon, we *will be installing* / *will have installed* surfaces that can act as computer or TV screens in almost every room.
- I think in ten years or so, that kind of technology *will be becoming* / *will have become* quite common in new houses.
- Next year, our company *will be launching* / *will have launched* a new lighting system for bedrooms that simulates the sunrise.

2 Complete these predictions about the use of robots in the home of the future. Put the verbs into the future continuous or future perfect.

When people say that in the future robots
 1 (do) all the boring chores around the home, most of us have an image of a human-shaped robot with a feather duster in its hand, which 2 (clean) the house while we sit with our feet up watching TV.

But if you move forward ten years, that is not actually the way technology 3 (develop). In the future, robots in the home will take many forms. Vacuum cleaners that move around the room on their own are already available. In the future, we will see a lot of

micro-robots, which 4 (do) the kind of jobs that we tend not to do regularly. When we arrive home, micro-robots 5 (be) busy all day organizing items in our cupboards or cleaning our drains. These robots will already be an integral part of the equipment we use: the refrigerator, kitchen sink, cupboard, etc. We 6 (not / acquire) them as separate items.



Vocabulary information technology

3 Match the nouns to make collocations.

age	games	graphics	overload
programmer	security	storage	technology

- information

- data

- computer

3c The simplest ideas are the best

Reading lifestraw

An ingenious invention, the Lifestraw may be one answer to the clean drinking-water problem.

Lifestraw works on a very simple principle. Water is sucked by the user through a filter that traps 99.9% of all waterborne bacteria, including salmonella and *E. coli*. As a result, it provides protection against the killer diseases cholera and typhoid, as well as common stomach infections like dysentery and diarrhea.

The filter contains a substance called PuroTech Disinfecting Resin, or PDR, that kills bacteria on contact. Pre-filters made of textile fabric first remove particles up to 15 microns. Each filter lasts up to a year, and has a cleaning capacity of 185 gallons of water. This equates to a typical daily intake of two liters of water a day. Lifestraw is 12 inches long and is made of plastic. It weighs very little, so it can be comfortably worn around the neck. Each device costs around \$6.

Lifestraw was used successfully in the Haiti earthquake disaster of 2010 and the Pakistan floods of the same year.

1 Read a description of a device called *Lifestraw* and choose the best option (a–c).

- 1 *Lifestraw* protects against:
 - a all stomach infections.
 - b certain deadly diseases.
 - c 90% of all bacteria.
- 2 It is operated:
 - a with a pump.
 - b with a small motor.
 - c by sucking.
- 3 In order to get the best out of it, users need:
 - a no training.
 - b a day's training.
 - c a little advice.
- 4 It does not solve the problem of:
 - a purifying salt water.
 - b traveling to get water.
 - c drinking dirty water.



2 Complete these facts about *Lifestraw*. Use the correct verb.

- 1 *Lifestraw* on a very simple principle.
- 2 It protection against the killer diseases cholera and typhoid.

- 3 The filter a substance called PuroTech Disinfecting Resin.
- 4 Each filter up to a year.
- 5 It very little, so it can be worn around the neck.
- 6 Each device around \$6.

Vocabulary useful devices

3 Complete these sentences. The first letter has been given for you.

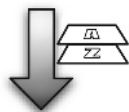
- 1 *Lifestraw* offers a n solution to a serious, complicated problem.
- 2 Because you don't need to learn how to use it, it's an excellent example of a technology.
- 3 For many people in developing countries, collecting water is a very time-c process.
- 4 *Lifestraw's* appeal is that it's a very h gadget—portable, useful and easy to operate.
- 5 Although it is simple for the user, inside it uses c-edge technology to filter out bacteria.
- 6 WaterAid is worried that *Lifestraw* is a quick f for a more complex problem.

3d Computers

Vocabulary computing

1 Look at the icons. Match the words with the icons.

attach copy cut format highlight open
paste save search select sort undo



1



2



3



4



5



6



7



8



9



10



11



12

Real life asking for and offering help

2 Read a conversation about a computer problem.

- Andy: Can you give me a hand? I'm having trouble sending this document.
- Meg: What do you want to do exactly?
- Andy: Nothing very complicated. I'm trying to attach this document to an email and it won't let me.
- Meg: Let me have a look. OK, I see—the document's too large.
- Andy: Hmm...I thought it might be. The problem is it's got a lot of photos in it, and I can't just cut them.
- Meg: No, well, you can compress the photos.
- Andy: What does that involve?
- Meg: I'll show you. Right-click on the photo...then select format...then compress...then select

"print resolution." If you do that with all of them, that should do the trick.

Andy: Yes, I see, but then that reduces the quality of the photos, doesn't it? What else do you suggest?

Meg: Umm...Have you tried dividing the document into three or four separate documents?

Andy: No, I'll give that a try and see if it works.

Meg: OK. Feel free to ask if you want me to help you compress the photos after all.

Andy: Yeah, OK. Thanks.

3 Answer the questions.

1 What is the problem?

.....

2 What are the two possible solutions?

1

2

3 Why doesn't the first speaker like the first solution?

.....

Vocabulary review information technology

4 Complete the sentences using one of these noun-noun collocations.

computer games
computer programmer
data storage
information overload

computer graphics
data security
information age
information technology

- 1 The most serious issue of the next twenty years will be: how we protect our personal and private information.
- 2 This post-industrial era that we now live in is called the
- 3 Augmented reality means projecting onto our view of the real world.
- 4 Bigger capacity means that portable devices can hold much more information than in the past.
- 5 People complain that we now have In other words, there is more information than we can absorb.

Wordbuilding prefixes

- 1 Match each prefix in box A to at least two words in box B to form words.

A bio hyper mega micro semi ultra

B byte chip conscious detached
degradable diversity market
sensitive sonic star violet wave

- 2 Which word is used to describe:
- 1 not fully awake or aware?
 - 2 a piece of cooking equipment?
 - 3 a unit of computer memory?
 - 4 a range of different plants and animals?
 - 5 a piece of silicon with an electric circuit printed on it?
 - 6 a house with another house attached on one side?
 - 7 someone who is abnormally sensitive?
 - 8 a kind of light?
 - 9 above the range of human hearing?
 - 10 a very famous entertainer?
 - 11 non-polluting?

Wordbuilding compound nouns (noun + noun)

- 3 Match a noun from box A with a noun from box B and write the collocations.

A address battery credit data
information news repair travel

B life manual protection card
technology book story advice

.....
.....
.....
.....

Learning skills personalizing new language

- 4 The best way to remember something is to make it relevant to you. Read the tips and answer the questions.

Grammar

Think about the grammar in this unit. Write sentences about:

- a where you are going to go on vacation next year.
- b what you are doing on the weekend.
- c what your next career step is going to be.
- d which person in your family will be the next to get married.
- e what you will be doing in five years' time.
- f what you hope you will have achieved in ten years' time.

Vocabulary

- a Find four words from Unit 3 that relate to your life. What is their relevance?
- b Think about your own predictions for future technology. Describe them using words from this unit.

Pronunciation

Think about any words in this unit that you found difficult to pronounce.

- a What were they?
- b Do they remind you of any words in your own language?
- c How do they sound different?

Writing

Think of something you really need some help with. Write a short email request in English to a friend asking for their help.

Check!

- 5 Complete the sentences. All the answers are in Student Book Unit 3.
- 1 Another word for a device or tool is a
 - 2 Thomas Malthus said that people were "basically"
 - 3 In today's multi-media world, we all suffer from "information"
 - 4 A great scientific advance is often called a technological

Unit 4 Art and creativity

4a What's on in London?

Vocabulary performance

1 Complete the sentences using the correct words.

act band company exhibition gallery
gig musical performance play show
theater venue performer

- 1 We saw a great last week.
It was a kind of variety performance with
different performers. The best one was a circus
..... who did some amazing tricks
on a high wire.
- 2 I went to a at that new music
..... on Baxter Street last night. It
was a local jazz called "Take
Two Project." They were very professional, I
thought.
- 3 Have you seen the photography
..... at the Suarez Art
..... ? There are some amazing
pictures in it.
- 4 My daughter has joined a dance
who are going to go on tour next month. Their
first will be at the new
..... in the center of town.
- 5 You know the *Macbeth*
by William Shakespeare. Well, the Victoria
Drama Company have turned it into a
..... , with singing and dancing.



Grammar expressions of quantity

2 Complete the sentences with expressions of quantity.
Use one word in each space.

- 1 There will be a small of actors at
the Dramatic Arts Festival.
- 2 There is carnival in Brazil as big
as Rio de Janeiro.
- 3 There were amazing set pieces in
the *Batman Live* show.
- 4 There are of different classic
designs on display at the Design Museum.
- 5 Hardly objects at the "This is
Design" exhibition will be new for the viewer.
- 6 A movies are accompanied by
talks and workshops to discuss them in detail.

3 Choose the correct option to complete the sentences.

- 1 I really enjoyed the Dramatic Arts Festival. I even
did *little / a little* dancing.
- 2 There aren't *much / enough* events like this in
Dallas.
- 3 There's *a lot of / much* international interest in
Carnival. *A large number of / A large amount of* the
visitors this year were tourists.
- 4 I agree with the reviews—there were *plenty of /*
much special effects in the *Batman Live* show, but
there were *no / any* strong elements in the story.
- 5 We visited the website, but there was *a lack of / a*
little clear information about the program.
- 6 You don't see *several / many* new things at this
exhibition, but you still learn a lot.
- 7 Order tickets now, because when I called there
were *hardly no / hardly any* tickets left.
- 8 There was *a little / a small number* of rain at the
beginning, but it didn't spoil the show.

4b Art or vandalism?

Reading the graffiti debate

1 Look at the two photos of graffiti. Answer the questions. Then read the discussion.

1 Can you see any difference between them?

2 Which do you find more attractive?



Interviewer: Following the news that the graffiti artist “Tox” has been convicted of vandalism for his graffiti, we ask, “When is graffiti art and when is it vandalism?” I’m joined by Guy Francis, former arts correspondent for the *Daily News*, and Handy, a graffiti artist himself. So both are experts in their own way on the subject. First of all, Handy, what was your reaction to this conviction?

Handy: I thought it was outrageous—he’s gone to prison for his art. How can you say that one graffiti artist’s work is vandalism and another’s is art?

Interviewer: Handy’s right, isn’t he? Graffiti is either art or vandalism. You can’t have it both ways.

Guy: Well, that’s true, if the graffiti is in a place where the owner agrees to have it there. If Tox had put his work in a gallery, as Handy just suggested, there wouldn’t have been any trouble. The fact is, he put his name all over public and private property. Every owner of that property complained and said that their property had been vandalized. In other words, Tox had caused criminal damage. People classed it as damage because all Tox does is to write his name and the year in numbers on the property over and over again. There are no imaginative images at all.

Interviewer: So, you’re saying that if the owner of a property likes the work that a graffiti artist puts on his wall, then it’s art.

Guy: Well, I’m saying in that case it’s not vandalism. The whole debate of whether it’s art or not is a different matter. If you take a famous and well-loved graffiti artist like Banksy, whose work sells for tens of thousands of dollars, you can’t imagine the owner of a property complaining if some of Banksy’s work appeared on his wall. Either type of graffiti could be considered art—but in the eyes of the law, whether or not it’s vandalism is up to the owner.

2 Choose the correct option (a–c) to complete the statements about the radio program.

- 1 According to Guy Francis, Tox’s work was vandalism because:
 - a it was very basic and poor art.
 - b he broke into the property like a criminal.
 - c the property owners didn’t want graffiti on their property.
- 2 Tox’s graffiti consisted of:
 - a writing his name and the date.
 - b writing imaginative images.
 - c drawing his name in many different colours.
- 3 The graffiti artist Banksy’s work:
 - a is very popular.
 - b is very cheap.
 - c has upset many property owners.

Grammar determiners

3 Complete the passage. Choose the correct option.

There is ¹ *no / any* way of telling what is art and what is not art any more. There is a story about a man who dropped his wallet in a modern art gallery. When he went back to get it, he found ² *every / all the* visitors gathered around, admiring it. The message of the story is that ³ *the whole / all the* modern art world is a trick and ⁴ *each / either* viewer needs to be told whether something is art or not before they can admire it. But were the people wrong to admire the wallet? If they thought it was art, some people argue, then it was art. ⁵ *Both / Either* views are possible. What’s yours?

4c Music and me

Reading the importance of music

Read what four people say music means to them.

Person 1

I was born in Mississippi and brought up on country music. Country music tells stories about real life: about love, pain, family, fortune, and misfortune. Those are things that everyday folk can relate to and I think it's one of the last genres of music that's in touch with human feelings in that way. It's about home.

Person 2

I think music often plays a more significant role in the culture of poorer communities. When you live in an area which is poor and deprived, you have to get your fun cheap. Music and dance can do that. That's why in Brazil dance music is such an important part of our culture. It's also to do with our history. There are so many different ethnic groups in Brazil that we have a big range of musical influences to draw on. That mixture also brings people together. That's the power music has. You can see that so clearly at Carnaval.

Person 3

You don't have to be able to sing or play music to express your feelings through it. Millions of teenagers have been able to express their feelings of frustration at not being understood, or of boredom or anger, or of wanting to break free from the pressures of school and home, by listening to rock music. They hear the very same sentiments they're feeling expressed in lyrics that are supported by a compelling tune or beat.

Person 4

I love hip-hop. I love that it came from just ordinary, average people who wanted to make a better life for themselves from music. I love the innovative side of it too: that people figured out how to make new sounds using old technology—and some new technology too—but they took limited resources and came up with something totally new.

1 Write down the type of music each one is talking about.

- 1
- 2
- 3
- 4

2 Read the sentences. Then match the speakers (1–4) with the correct sentences (a–f).

- a Music is a way to escape from the boredom of your daily routine.

- b Music can sum up what you are feeling.
- c Music gives me a sense of belonging to a place.
- d Music represents people's creative and independent side.
- e Music is the most important part of our cultural identity.
- f Music brings people together in celebration.

3 Match these verbs with the phrases from the interviews. Two phrases are extra.

be connected to (not) be important discover
escape seem true think of

- 1 It also **has to do with** our history
- 2 wanting to **break free** from the pressures of school
- 3 people **figured out** how to make new sounds
- 4 they **came up with** something totally new
- 5 it **doesn't count for anything**

Word focus cool

4 Look at the sentences. Match the sentences (1–6) with the meanings of *cool* (a–d). Note the extra meaning (*OK/acceptable*).

- a not warm c calm
b stylish and fashionable d OK/acceptable

- 1 Once you get past a certain age, you have no idea what's **cool** anymore.
- 2 I love September—bright sunny days and **cool** clear nights.
- 3 At school, I was the **coolest** person in the uncool group.
- 4 It's **cool** if you want to talk about it and it's **cool** if you don't.
- 5 It's not a good thing for an athlete to **lose their cool** in a moment of stress.
- 6 Her reaction to the idea of dancing was **cool**.

4d TV favorites

Real life describing likes and dislikes

- 1 Read a conversation in which Ian and Sue discuss a TV documentary. Answer the questions.

Ian: Hey, Sue, did you see that documentary on TV last night?

Sue: No. What was it about?

Ian: It was about the Amazon...

Sue: Oh, a nature documentary... not really my kind of thing. I know I should take more of an interest, but I never feel really inspired by them. So what was so good about it?

Ian: Well I'm a big fan of the host, Bruce Parry—you must have seen him, he's been on TV a lot recently. Well, he travels the length of the Amazon interviewing different people who live and work around the river—so not just the indigenous tribes that have lived there for centuries, but also more recent settlers, like loggers and farmers.

Sue: Yes, I know Bruce Parry. He did that *Tribe* series where he went to live with different tribes in Africa and places. It got on my nerves a little...

Ian: How can you say that? Anyway, what I liked about this documentary was that he listened to everyone's side of the story—even the loggers who are tearing down the Amazon Forest. He doesn't make any judgments—the viewer is just left to make up their own mind...

Sue: Well, it sounds good... I guess I just get tired of people making these programs supposedly about other people living in difficult conditions, but more often it's just about them...

- 1 What was the documentary about?

.....

- 2 What did Ian like it about it?

.....

- 2 Does Sue like (✓) or dislike (X) the following?

- | | |
|--|--------------------------|
| 1 nature documentaries in general | <input type="checkbox"/> |
| 2 the <i>Tribe</i> series | <input type="checkbox"/> |
| 3 people who make programs about others living in difficult conditions | <input type="checkbox"/> |

- 3 Complete the phrases Ian and Sue use to express their likes and dislikes. Use up to four words in each space.

- 1 Oh, a nature documentary... not really my

.....

- 2 I never
by them.
- 3 I'm the
host.
- 4 It a little
actually.
- 5 I guess I just get
..... people making these programs.

4 Grammar extra word order with modifying adverbs

WORD ORDER WITH MODIFYING ADVERBS

- Adverbs that qualify adjectives come before the adjective.
*I'm not a **big** fan of reality TV shows.*
- Adverbs of intensity come before the main verb.
*I **really** love musicals.*
- Never separate the main verb from its direct object.
*I like **Bruce Parry** very much. (I-like-very-much ...)*

Look at the grammar box. Then put the words in the correct order.

- 1 listen / all day / I / Bach / can / to
.....
- 2 documentaries / anything / don't / for me / do
/ really
.....
- 3 into / really / I'm / TV / not
.....
- 4 stand / on / the host / can't / I
.....
- 5 I / get / reality TV shows / of / a little / tired
.....
- 6 TV / generally / watch / don't / much / I
.....



4e A comedy gig

1 Writing skill personalizing your writing

Complete the features of personal and impersonal writing using these words.

active avoid contracted formal
furthermore I, we, and you it passive
share uncontracted

Personal tone	Impersonal tone
a Use pronouns (e.g., _____)	Use pronouns (e.g., _____)
b Use _____ verbs	Use _____ verbs
c Use _____ forms (e.g., <i>isn't</i>)	Use _____ forms (e.g., <i>is not</i>)
d Use phrasal verbs	Use _____ verbs
e Add personal details	_____ personal information
f Use conversational linking phrases (e.g., <i>what's more</i>)	Use formal linking phrases (e.g., _____)
g _____ your feelings	Be objective in your judgments

- 3 Read the next paragraph of the review, which contains some features of impersonal writing. Rewrite the underlined words and expressions using personal forms.

¹ However, we really enjoyed the show. And we ² were not the only ones—³ his act seemed to be liked by the rest of the audience too. Brown's technique is to ⁴ commence by telling a small joke—usually some amusing observation about daily life—which ⁵ it is thought at first is the main joke. But ⁶ subsequently he builds on this by telling a joke ⁷ that is related to the first and then another. The effect of ⁸ combining jokes like this is that, even though each one may not be that funny by itself, the whole sequence is ⁹ in reality very funny.

- | | |
|---------|---------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | |

Writing an online review

- 2 Read the beginning of an online review for a comedy show. Underline examples of the features of personal writing (a–g) from Exercise 1. Label the features.

I've got to admit that I'm not a big fan of stand-up comedy. I always think that it's too unnatural. The comedian stands up in front of an audience who stare at him or her as if to say, "Come on, then, make me laugh." The comedian then has a few minutes to make them laugh or the audience will start to get restless. It's too aggressive and combative for me. So when I went with an old school friend to see new British comedian Spencer Brown last Tuesday night at the Comedy Club, I wasn't really looking forward to it.

- 4 Complete the review by writing the last paragraph. Include a personal recommendation and details of when this show is on.

Wordbuilding suffixes

1 Choose the correct suffix for each word. Then write the words.

- 1 snow -scape / -ness / -ism
- 2 metalwork -ist / -ship / -er
- 3 craftsman -ism / -ship / -ness
- 4 polite -ness / -ist / -ship
- 5 saxophone -ship / -er / -ist
- 6 romantic -ness / -ism / -scape

2 Write the correct nouns using the correct suffixes.

- 1 the style of art that created surreal paintings
- 2 someone who plays the guitar
- 3 someone who creates art
- 4 a painting of a city view
- 5 the state of being calm
- 6 the arts movement that championed modern things
- 7 a picture showing the moon's surface
- 8 the ability to be a musician
- 9 someone who plays the trombone
- 10 someone who does carpentry
- 11 the quality of being direct
- 12 the state of being a companion

Learning skills asking about language

3 Sometimes to help you learn you will need to ask your teacher or a native speaker questions about the language. Look at the questions 1–6 and the answers a student has given.

- 1 Is "buddy" a slang expression for "friend"? *Yes.*
- 2 Do you pronounce the "g" in "recognition"? *Yes.*
- 3 Why do you say "rush hour" when the traffic isn't moving? *Everyone's rushing to get home.*
- 4 Is there a similar saying to "to make two hits with one stone" in English? *Yes, "to kill two birds with one stone."*

- 5 Is "You're welcome" an American or a British expression? *American, but the British use it too.*
- 6 Does "I wonder if you can help me" sound too polite or is it OK? *It depends on the situation: it is very polite.*

4 Look at these words and phrases from the unit. Answer the questions.

- 1 Is "cool" a slang expression?
- 2 Why do you say "either way" but "both ways"?
- 3 Is there a similar expression to "it hits me on the nerves" in English?
- 4 Is "hip-hop" an American or a British expression?
- 5 Does "I can't bear... something" sound too direct?

Check!

5 Do the quiz. All the answers are in Student Book Unit 4.

1 WHAT ARE THESE WORDS BEGINNING WITH "F"?

a the countable equivalent of "little"

b a supporter or follower (especially of a sports team or pop group)

2 WHAT IS THE OPPOSITES OF THIS THING?

a personal tone

b a little bit of luck

c warm up

3 REARRANGE THE LETTERS TO MAKE WORDS.

a music: igg
siclry

b art: ketsch
luserupt

c theater: aply
lamicus

Unit 5 Development

5a Urban development

Grammar verb + infinitive or -ing

1 Look at the sentences about the rebuilding work in New Orleans. Choose the correct option.

- In the French Quarter, everything now seems *being* / *to be* back to normal.
- In other areas, you keep on *seeing* / *to see* the effects of the disaster.
- The city's levees failed *holding* / *to hold* the big tidal wave back.
- About two-thirds of the residents have managed *returning* / *to return*.
- A few people decided *resettling* / *to resettle* elsewhere.
- One project proposed *building* / *to build* 150 affordable homes.
- No one wants to risk *seeing* / *to see* their home flood again.
- You can't help *wondering* / *to wonder* how many more homes could have been built.

2 Complete the table with these verbs. Some verbs can go in more than one category.

allow	ask	carry on	enjoy	get
help	hope	imagine	make	want

verb + to + infinitive	verb + someone + to + infinitive
.....
.....
.....
.....
.....
verb + -ing	verb + someone + infinitive
.....
.....
.....
.....
.....
.....

3 Grammar extra verb + infinitive or -ing

Put these verbs into the correct column in the table in Exercise 2.

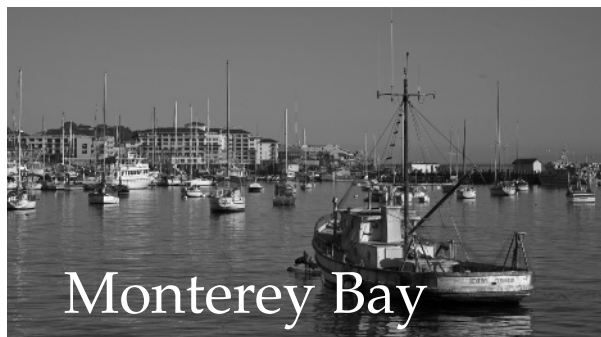
avoid	choose	finish	force	involve
learn	let	(not) mind	teach	

4 Complete the text about volunteering in New Orleans using the correct form of the verb in parentheses.

If you want ¹ (visit) New Orleans as a tourist, but would also like to do something to help local people ² (rebuild) their lives while you are there, you could work as a volunteer on a project. There are lots of organizations that allow visitors ³ (participate) for a week or even a few days. If you don't mind ⁴ (get) your hands dirty, you could do some laboring on a building project. Alternatively, you could choose ⁵ (work) with children or help out at a local museum. Some of the projects might involve ⁶ (learn) a few new skills, but no one will force you ⁷ (do) something you feel uncomfortable with. And don't worry about not having fun. You will have plenty of time off and you'll also enjoy ⁸ (meet) New Orleanians—something a regular tourist might find more difficult.



5b Monterey Bay



Grammar verbs with *-ing* and *to + infinitive*

- 1 Read the pairs of sentences. Do the verbs have a change in their meaning (C) or no change in meaning (NC)?
 - 1 a When did they **start** to can sardines in Monterey?
 - b When did they **start** canning sardines in Monterey? ____
 - 2 a People **continued** to can sardines in Monterey until the 1980s.
 - b People **continued** canning sardines in Monterey until the 1980s. ____
 - 3 a I **stopped** to visit my aunt in California last year.
 - b I **stopped** visiting my aunt in California last year. ____
 - 4 a Did you **remember** to bring a guidebook?
 - b Did you **remember** bringing a guidebook? ____
 - 5 a I **like** to watch sealife in the wild.
 - b I **like** watching sealife in the wild. ____
 - 6 a I **prefer** to eat fresh fish to frozen.
 - b I **prefer** eating fresh fish to frozen. ____
 - 7 a He **went on** to work as a fisherman.
 - b He **went on** working as a fisherman. ____
 - 8 a Every fisherman **means** to get up early in the morning.
 - b Being a fisherman **means** getting up early each morning. ____

- 2 Complete the sentences using the *-ing* form or *to + infinitive*.

- 1 Carl remembers (go) fishing with his father in the 1950s.
- 2 In those days, preserving fish meant (put) them into cans.
- 3 In the 1950s, fishermen had to stop (catch) sardines.
- 4 Carl regrets (say) that fishing is not a simple industry anymore.
- 5 Some older fishermen have gone on (fish) to this day.
- 6 They try (make) a living from it, but it's not an easy way of life.
- 7 Other fishermen stopped fishing (go) into the tourist business.
- 8 Visitors to Monterey should try (eat) the fresh seafood.

- 3 Choose the correct option to complete the text.



A lot of people visit Monterey Bay before going on ¹ *visiting / to visit* San Francisco and Yosemite Park in northern California. One thing they stop ² *seeing / to see* are the otters that live in the harbor. While eating your lunch at a waterfront restaurant, you can watch them playing in the water or trying ³ *opening / to open* shellfish by breaking them against the fishing boats. Although the otters don't mean ⁴ *doing / to do* any harm, it annoys the fishermen because it means ⁵ *having / to have* to paint their boats more often!

5c Sustainable development?

Reading talking about eco-cities



Interviewer: According to the McKinsey Global Institute, “350 million people will be added to China’s urban population by 2025. China will have 221 cities with one million-plus living in them—Europe currently has 35.” That’s a lot of people, a lot of energy, and a lot of pollution. So the race is on to design and build sustainable cities that can generate their own energy, collect their own water, and recycle their own waste. Pollution in these new eco-cities is not an option. I asked architect Jim Bradstock whether such cities are a realistic possibility or still some urban planners’ pipe dream.

Jim: There’s a saying in China: “Anything is possible, but nothing is easy.” The thing is that there are a lot of good designs and clever ideas—take your pick. But you also need the political will to make it happen, and a huge coordination effort by planners, architects, construction firms, and local business interests to get the job done. You also have to consider the sustainability of the materials. It’s no good making a zero-energy house if you use enormous amounts of energy producing the concrete and other materials to build it.

Interviewer: Can we just focus on some of those solutions for a moment? Can you describe some of the elements that make an eco-city sustainable?

Jim: Well, the first thing is the layout of the city. Business districts are placed close to where people live to encourage people to walk to work. Secondly, transportation is electric-powered: electric cars, electric skyway trains, and so on, so a number of clean generation methods are used to produce electricity in a non-polluting way.

Interviewer: Such as?

Jim: Wind turbines and solar panels usually provide most of the energy. The key thing is that no extra energy should be imported from outside. That goes for food and water too. Houses collect all the rainwater that falls

on or around them and then clean it using UV light so people can use it in the home. Large vertical farms that look a bit like skyscrapers grow vegetables and other crops.

1 Complete the facts based on the interview.

- 1 Number of Chinese cities of one million-plus inhabitants by 2025:
- 2 In an eco-city there can be no
- 3 Chinese saying: “Anything is, but nothing is”
- 4 People who need to coordinate efforts: planners, architects, firms, and local interests.
- 5 Another important consideration is the that go into the building.
- 6 The layout should encourage people to to work.
- 7 Transportation must be
- 8 No energy should be
- 9 Rain water is collected and made safe using light.
- 10 Vegetables are grown in large

Word focus pick

2 Look at the phrases with the word *pick*. Choose the correct definition.

- 1 There’s no shortage of good designs and clever ideas out there—you can **take your pick**.
a relax b choose from many
c study them in your own time
- 2 Can I just **pick up on** something we mentioned earlier, which is the question on waste?
a question b highlight c return to
- 3 The other difficulty is **picking your way through** all the bureaucracy and regulations.
a examining b being very careful with
c finding a route through

5d A development project

Real life reaching decisions

- 1 Match phrases (1–7) from list A with phrases with a similar meaning from list B (a–g).

A	B
1 I find it...that	a That's absolutely right.
2 If you ask me,...	b Not necessarily.
3 Is everyone OK with that?	c I agree.
4 I'd go along with that.	d That seems...to me.
5 Let's not...	e The way I see it,...
6 Exactly.	f Are we all agreed?
7 That depends.	g We shouldn't...

- 2 Look at these phrases about urban features. Write the opposites.

- private transportation
p..... transportation
- luxury housing
a..... housing
- out-of-town stores
l..... stores
- built-up areas
g..... spaces
- streets where cars can drive
p..... zones
- places where people work
r..... facilities

- 3 Read four conversations about reaching decisions in Exercise 4. Who do you think is speaking in each conversation? Write the correct letter (a–d).

Conversation 1	a bankers
Conversation 2	b councilors
Conversation 3	c neighbors
Conversation 4	d friends

- 4 Read the conversations again and circle the phrase you think is appropriate based on who is speaking.

Conversation 1

Colin: *I find it incredible that / It seems incredible to me that in a big city like this there aren't more recreation*

facilities. We've got one very old swimming pool, a few tennis courts, and a few playgrounds.

Jen: *I see your point. / I know what you mean.* I think we should get together and write a petition to the local council asking them to do something about it.

Conversation 2

Michelle: The problem is that no developer has any incentive to build affordable housing. They all make far more money from luxury homes. *If you ask me, / Personally, I think it's a disgrace. What's your view? / What do you think?*

Ruth: Well, *I agree, / I'd go along with that*, but I'm just not sure there's much that we, as a council, can do about it. *We ought to have / We probably need to consider a completely different solution to the housing problem.*

Conversation 3

Liz: So, the GFC is asking for a further loan to develop their food co-operative project. *What do you think we should do? / What's your view?*

Steve: *If you ask me, / The way I see it*, they have done a good job so far and made all their repayments on time. But *it's really a question of / it really depends on* what they need the money for.

John: *Exactly. / That's absolutely right.* So, we'll ask them to submit a more detailed proposal. *Is everyone OK with that? / Are we all agreed on that?*

Conversation 4

Alex: Have you seen the plans for that new house across the street? It looks awful: not at all like the other houses round here. *Personally, I think / If you ask me*, we should oppose it.

Nick: Well, *we shouldn't be / let's not be* too hasty. I think it would be better to talk to the new owners first about it. We want to try to keep on good terms with them.

5e Urban sprawl

Writing an opinion essay

- 1 Read the paragraphs from an opinion essay on the topic "Is urban sprawl a good thing?" Put the paragraphs in the correct order.

1 2 3 4



A In the heart of the city, on the other hand, life for residents is tougher. They have no garden, there is more pollution, and probably also more crime and poverty. In addition, rents are high. Because of this, more and more people aspire to live in the suburbs and the city keeps spreading.

B In 1965, two futurists predicted, "By the year 2000, the area in the northeastern United States between Boston and Washington, DC, a distance of 450 miles, will form one big megalopolis." They were wrong, but not far wrong! Towns and cities continue to grow outwards. As a result, the space they occupy grows bigger and the rural areas around them grow smaller. This is known as "urban sprawl." It seems to be a natural phenomenon, but is it a good one and should it be stopped?

C There is nothing wrong with wanting to have the best of both town and country, but unless planners do something to reverse this trend, our city centers will become dark and dangerous places and eventually they will die. The only answer is to limit urban sprawl and refocus our efforts on making our city centers more pleasant places to live.

D Urban sprawl takes place because people want to have the benefits of both city and country. In suburbia, they can have a nice home, a piece of land, a peaceful and safe environment, and convenient transport links into the city where, in all probability, they work.

- 2 Which of the following techniques does the writer use to begin the essay?

- a giving a dramatic example of the problem (perhaps from your own experience)
- b giving some statistics that illustrate the seriousness of the problem
- c quoting what someone (often famous) has said about this problem

- 3 Rewrite the opening sentence(s) to this essay using one of the other techniques.

- 4 Find expressions in the essay that mean the same as the following.

1 As well as this (paragraph A)

2 Consequently (paragraphs A and B)

3 in contrast (paragraph A)

5 Writing skill linking words

- a Look at the examples (a–d). Notice that the linking phrases need to be followed by a noun or the *-ing* form of the verb.

- a **In addition to** this, cities are becoming more polluted.
- b **As well as** this growth outwards, there is also more congestion in cities.
- c **Because of** growing outwards, cities are taking up valuable green space.
- d **As a result of** cities growing outwards, we are losing valuable green space.

- b Rewrite the sentences using the linking phrases given.

1 The house comes with three acres of land and a swimming pool.

As well as

2 People have moved out of the center because crime has risen.

As a result of

3 We have good bus service and excellent roads into the city center.

In addition to

4 We are starting to redevelop city centers because there are restrictions on building on green spaces.

Because of

Wordbuilding adverb + adjective

- 1** Complete the sentences with these adverb + adjective phrases.

cleverly designed economically disadvantaged
ethnically mixed highly cultured ill prepared
long-term unemployed politically correct
upwardly mobile

- 1 It is very difficult for people to get back into work, because they lose confidence.
- 2 These days you have to be in your use of language.
- 3 Nowadays, we say someone is instead of "poor."
- 4 They are an family: her father was a miner; her daughter is now a top criminal lawyer.
- 5 I was for the meeting. Everyone else had read all the background information.
- 6 London is a very city. You can find people from most parts of the world living there.
- 7 It's a society in which it is common for ordinary people to visit museums and go to the theater.
- 8 The houses, although small, are with a lot of space inside.

Wordbuilding prefix *re-* with verbs and nouns

- 2** Complete the sentences using an appropriate verb with the prefix *re-*. Use the root words below to help you

adjust build decorate do read train

- 1 They are trying to their lives after the floods.
- 2 I think we need to this room—the walls are a depressing color.
- 3 When you return home after a long vacation, it takes time to
- 4 If your homework has too many mistakes in it, the teacher will ask you to it.
- 5 It's such a great book. I've it four times!

Learning skills critical thinking when you read

- 3** It is useful to apply critical thinking techniques when you read a text. Read these steps:
- Always scan the text quickly to get a general idea of the topic before you read it in detail.
 - Look at who wrote it and for whom. Think about why they wrote the text.
 - Read it carefully and note the main points.
 - Does the author develop a particular theme or argument? Is this presented logically?
 - Do you agree or disagree with the argument?
 - What other knowledge about the subject do you have? Does it fit with the arguments in the article?
 - If you are interested in the topic, follow up your reading by researching more about the subject.
- 4** Look back at the article on page 58 of the Student Book. Use the critical thinking techniques above and write your answers.

Check!

- 5** Do the quiz. You can find the answers in Student Book Unit 5.

Quiz

- 1 Which of these does NOT describe a type of development?
a personal b sustainable c life
- 2 Which of these is NOT in Dubai?
a the world's tallest building
b the world's biggest shopping mall
c the world's busiest airport
- 3 Kerala is a happy society because the government has invested a lot in....
a agriculture
b political involvement
c health and education
- 4 Who were the main critics of the Nam Theun 2 hydro-power project?
a the local villagers
b environmentalists
c the World Bank
- 5 Which of these phrases has the same meaning as *In addition*?
a Then again b Furthermore
c Consequently

Unit 6 Alternative travel

6a Vacations

Grammar *not*

1 Rewrite the phrases in bold in the negative form.

1 **Let's kid ourselves** that just by staying at home, you're going to relax.

2 **Answer** the phone—let the caller leave a message.

3 **You have to do** a big assignment, for example.

4 It would be easier **to do** things to stay in shape.

5 **I think it's extravagant**, because I know I'm spending less than I would on vacation.

6 I hope **I overdid it**.

7 I tried **to let the children know** I was worried.

8 So **you really can let** modern life dictate what you do too much.

2 Rewrite the sentences using negative forms and the words given.

1 I won't have coffee now, thanks.
..... WANT

2 It doesn't seem to me to be a great idea.
..... THINK

3 We shouldn't do anything to upset them.
..... LET

4 I'm worried that I gave her the wrong impression.
..... HOPE

5 You can give the book back to me when you like.
..... HAVE/IMMEDIATELY

6 Don't be late, please.
..... TRY

7 It is forbidden to take food into the library.

..... CAN

8 Have they decided to leave?

..... STAY

Vocabulary travel

3 Complete the description of a vacation. Write one word in each space.

We had a great vacation thanks. Up until September, I had only had two days

1 all year. We rented an

2 in a little village in Pelion

in the north of Greece. Pelion has lovely

3 : wooded hills leading

down to beautiful little coves and a crystal

clear sea. Our apartment was in a village a

little way up in the hills with a fantastic

4 of the sea.



Vocabulary phrasal verbs with *in* and *out*

4 Complete the sentences using the correct verb.

1 Let's in tonight and watch TV.

2 Please in and see us anytime.

3 I don't like out. It's expensive!

4 Don't out too late. You've got an interview in the morning.

5 You wouldn't believe the bureaucracy. We had to in about ten forms!

6b Why volunteer?

Why volunteer?

Volunteering is one of the most rewarding ways you can make a real difference to people who live in very tough circumstances. Most people join us because they want to give something back and find they get much more in return.

VSO is an organization that sends volunteers to help. Our short-term roles give experienced professionals the opportunity to make a concentrated, high-impact contribution to the fight against poverty. You'll face fresh challenges, develop new skills, and experience another culture in a way few people have the opportunity to.

Who can be a short-term volunteer?

Our placements are designed to achieve a specific goal or complete a set project, so they require highly skilled professionals who can hit the ground running. These roles last between four and six months.

Volunteers need at least five years' experience in your field of work, be able to stay for six months, and be ready to leave within a year, sometimes at short notice. VSO matches volunteers to placements where they are most professionally suited.



1 Read the information again and choose the correct option (a–c).

- 1 People who *want to give something back* means people who want to...
 - a repay VSO for giving them a job
 - b give money to the organization
 - c make a contribution to society
- 2 Short-term volunteer jobs are open to people...
 - a who like project work
 - b with some professional expertise
 - c who have already worked as consultants
- 3 *Hit the ground running* (paragraph 3) means...
 - a start work immediately
 - b be very adaptable
 - c use your intelligence
- 4 When placing people, VSO takes into account a volunteer's...
 - a wishes
 - b willingness to work
 - c work experience

2 Read the information again and find adjectives that mean:

- 1 satisfying (para 1)

2 very difficult (para 1)

3 intensive (para 3)

4 new (para 3)

Grammar negative and tag questions

3 Complete these negative questions for people who are thinking of becoming volunteers.

- 1 *Haven't you ever wondered* (you / ever / wonder) what it would be like to be a volunteer in another country rather than just a tourist?
- 2 You clearly care about others. Why (you / translate) your concerns into concrete action?
- 3 (you / would like) to use your skills to help others?
- 4 (it / harm) your career to take time away from work?
- 5 (you / going to lose out) financially if you become a volunteer for nine months?
- 6 (it / be) selfish to want to do this for your own personal development?

6c Unusual trips

Reading a cruise with a difference

If the saying “Don’t judge a book by its cover” was ever meant for a ship, then it should apply to the *National Geographic Endeavour*. The *Endeavour* was launched in 1966 as a North Sea fishing trawler and is very different from the modern lines of the cruise ships you see today swanning around the Caribbean. It looks more like a working ship, with a number of cranes for launching kayaks and other small boats. In fact, *NG Endeavour* is less of a cruise ship and more of an expedition ship that manages to mix comfort with exploration.

You won’t find luxuries such as casinos, room service, or in-cabin TVs on the *Endeavour*. Instead, you’ll use the ship as a base camp while voyaging to some of the wildest locations on Earth. Instead of shopping, you’ll be kayaking among Antarctic icebergs or waking up at 2 a.m. to a ship’s announcement saying that a polar bear has been spotted near the ship.

It’s not cheap—fares of \$500 to \$1,000 a day—but you get value for your money: extraordinary experiences in the most remote regions on earth, a high degree of comfort, and a healthy dose of excitement. Although there’s only one shared dining room, and breakfast and lunch are buffets, the food is surprisingly tasty and varied.

Photographers from *National Geographic* magazine accompany each voyage, and so do expert naturalists. They serve as guides, and seem just as excited as the passengers.

Throughout the year, the *Endeavour* sails from one end of the Earth to the other. From June to August, it’s usually in Svalbard, way above the Arctic Circle, looking for polar bears. It then makes its way slowly south, through the Mediterranean for expeditions with a more historical and cultural focus, before heading to Antarctica, where it stays from November to March.

1 How does the article describe *NG Endeavour* cruises? Choose the correct the option.

- 1 entertaining / educational
- 2 reasonable / expensive
- 3 comfortable / uncomfortable
- 4 well-equipped / basic
- 5 exciting / monotonous

2 Complete the information about the *Endeavour*.

Type of ship	Cruise ship converted from a 1 trawler.
Fares	From 2 to 3 a day
On-board staff	6 and expert 7
Places it visits	Svalbard above the Arctic Circle, the 8 , and 9
Eating facilities	one 10 room

Word focus *mind*

3 Rewrite the sentences using expressions with *mind*.

- 1 **If you were thinking of a cruise**, try one of Lindblad’s expeditions.
..... (have in mind)
- 2 **If a little danger and excitement are not a problem for you**, Lindblad cruises are perfect.
..... (don’t mind)
- 3 **Remember that** these are not typical cruises.
..... (bear in mind)
- 4 I used to think that cruises were for the old and retired, **but I’ve got a different opinion** now.
..... (change one’s mind)

4 Grammar extra negative expressions

a Look at these negative expressions.

- a **Don’t** judge a book by its cover.
- b **No** problem.
- c It **doesn’t** matter.

b Complete these common expressions using the correct negative forms.

- 1 worry.
- 2 worries.
- 3 make sense.
- 4 way!
- 5 say a word.
- 6 work like that.

6d Navigation

Real life getting around



1 Complete the sentences using prepositions. Then read the conversation between two friends and check.

- 1 I'll be coming the five o'clock train.
- 2 I can't pick you
- 3 How do I get Sara's Café?
- 4 Just get any bus from the station.
- 5 Look for the pier and get off there.
- 6 You'll see the café your right.
- 7 If I get held, I'll call you.
- 8 I'll come and meet you.

2 Read the conversation.

- Joe: Hey, Steve. It's Joe. I'm just calling to say I'll be coming on the five o'clock train this evening.
- Steve: Fantastic! But I can't pick you up. I'll be working then.
- Joe: That's OK. I'll just make my way over to your house, if that's all right.
- Steve: Well, you could do that, but alternatively, since it's going to be a nice evening, why don't we meet up in town—say at Sara's Café down by the seafront?
- Joe: Yeah, all right. That sounds nice. How do I get to Sara's Café?
- Steve: Just hop on any bus from the station and ask the driver for Longshore Street.
- Joe: OK.
- Steve: Look out for the pier and get off there. Then walk toward the city center and you'll see the café on your right.
- Joe: OK. If I get held up, I'll call you.

Steve: Actually, why don't you come and meet me at my office first? It's just as easy.

Joe: OK, where's that?

Steve: Well, get off at the same stop and walk in the same direction but turn down Ship Street. Call me when you get there and I'll come out and meet you.

3 Answer the questions.

- 1 Why can't Steve meet Joe at the station?

.....

- 2 How will Joe get to the meeting point?

.....

- 3 Where do they arrange to meet in the end?

.....

4 Rewrite the sentences so that they have the same meaning. Use the words in parentheses.

- 1 The easiest option is to take the bus.
..... (thing)
- 2 Another possibility is to take a taxi.
..... (alternatively)
- 3 I can get there on my own.
..... (way)
- 4 It only takes fifteen minutes by bus.
..... (ride)
- 5 I'm arriving by train.
..... (coming)
- 6 If I am delayed, I'll let you know.
..... (held)

5 Choose the correct word to complete the situations.

crossing drive flight ride (x2) walk

- 1 It's a twenty-minute (car)
- 2 It's a two-hour (plane)
- 3 It's a fifteen-minute (bus)
- 4 It's a twenty-minute (foot)
- 5 It's a ten-minute (taxi)
- 6 It's a one-hour (ferry boat)

6e Unfair charges

Writing a letter of complaint

1 Read the letter of complaint and answer the questions.

1 What is the woman's complaint?

.....
.....

2 What action does she want to be taken?

.....
.....

U-Fly Airlines
108 Pembroke Road
Trenton, NJ 08601

Dear Sir/Madam:

I am writing to register a complaint about having to pay extra charges to your airline on a recent flight to Puerto Rico (UJ485 on May 3). I feel that these charges were unjust.

At the time that I booked this flight, I read the terms about luggage carefully. The terms clearly stated that each passenger's carry-on luggage allowance was one bag measuring no more than 22 x 17 x 10 inches and weighing up to 20 pounds.

On arrival at check-in, I informed the member of the ground crew that my bag met these regulations, but the airline representative insisted that the coat that I was wearing had to be placed in the bag. I attempted to pack the coat into my bag, but it would not fit, so I was instructed that I would have to pay \$40 if I wanted to take it onto the plane.

I was concerned that I was delaying other passengers, and consequently I opted to pay the money. Otherwise, I would certainly have disputed the charge, as I am now doing. It is perfectly reasonable to wear a coat onto a plane.

Given these circumstances, I ask you first to refund the \$40, and second to investigate the matter so that other passengers do not encounter the same problem.

Sincerely,
Amelia Lopez

24 Yale Street
Oxford, NJ 07863

2 Answer these questions.

1 Where is the writer writing from?

.....

2 What is her relationship to the recipient of the letter?

3 What is the tone of the letter (e.g., formal/semi-formal)?

3 Writing skill formal language

a Find formal phrases in the letter with the same meaning as these less formal words.

1 complain

2 unfair

3 said

4 told

5 put

6 tried

7 wanted

8 chose

9 the situation

10 look into

b Rewrite the first paragraph of this letter of complaint using more formal language. Use these verbs to help you. You can change other words too.

consist give register regret serve
state suffer

Dear Sir/Madam,

I'm writing to complain about the meal we got on our flight home last week, flight UJ332. On the flight confirmation it said that we would have breakfast and lunch. Well, breakfast was just a cup of coffee and lunch was a tuna sandwich. By itself, this wouldn't have been a problem, but both my husband and I got food poisoning from the sandwich.

4 Now write the final paragraph of the letter, demanding some action from the airline.

Wordbuilding phrasal verbs with *in* and *out*

1 Complete the phrasal verbs using *in* and *out*.

- 1 Do **drop** and see us the next time you're in town.
- 2 Stefan **dropped** of college last year because he wanted to travel around the world.
- 3 Philippa and Sarah used to be business partners but they **fell** over how to develop the business.
- 4 Chris **fell** with the wrong crowd at college and started missing lectures.
- 5 Ben is **taking** Greta to that new Thai restaurant tonight.
- 6 Sorry. Can you speak a little more slowly? I couldn't **take** it all
- 7 Let's go for a walk. I need to **get** out of the office.
- 8 **Look**! You're going to bang your head on that door.
- 9 Is your old car still going? I thought it would have **given** years ago.
- 10 I'm trying not to eat sweets, but it's very difficult not to **give** to temptation.

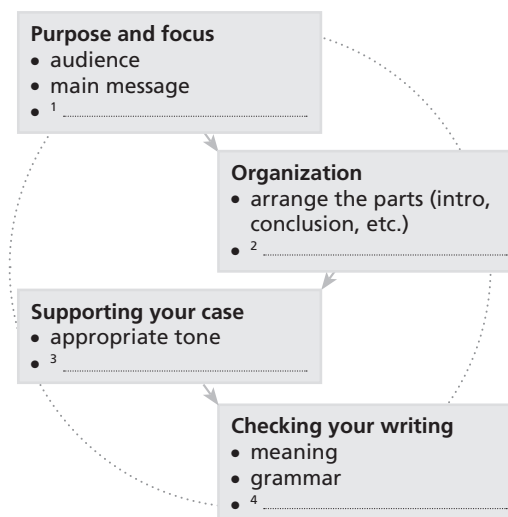
2 Match the phrasal verbs from Exercise 1 with the definitions (a-j).

- a have a disagreement
- b absorb (information)
- c pay someone a (short) visit
- d go outside; leave home or the office for a period of time
- e become part of a social group
- f be careful
- g surrender
- h arrange a social date with
- i leave a class or college before it is finished
- j stop working or functioning

Learning skills writing in English

3 Look at the diagram showing the important elements of writing. Complete the diagram with these elements.

spelling link the ideas action wanted examples



4 Look at the letter of complaint in Exercise 1 on page 38. Answer the questions.

- 1 What is the main message and where in the letter does this become clear?
.....
.....
- 2 What are the three main elements the letter includes?
.....
.....
- 3 What phrases does the writer use to link the different ideas?
.....
.....
- 4 What tone does the writer use?
.....
.....
- 5 What details make the writer's case more persuasive?
.....
.....

Check!

5 Answer the questions. All the answers are in Student Book Unit 6.

- 1 How did Karen Ash have a Japanese holiday without leaving home?
.....
.....
- 3 Where can you pay to have an uncomfortable night and be treated unkindly?
.....
.....
- 4 What's a way to travel from place to place without ever paying for a bed to sleep in?
.....
.....

Unit 7 Natural resources

7a Solving the water problem

Solving the water problem

Conservation

This is perhaps the simplest and most cost-effective solution. Moreover, everyone can contribute, from the water companies to the end-user. The water companies can make sure that they minimize waste by repairing cracked pipes and by imposing restrictions on water usage—not allowing people to use hoses is one method. But more significantly, they can also limit water consumption by making people pay for what they use, rather than for their connection to the water supply. If everyone had a water meter, they would think more carefully when they turned on the tap. With metered water, the market for water-saving devices—low-flush toilets, efficient washing machines and dishwashers—will grow by itself.



Grammar mixed conditional sentences

3 Complete the sentences. Put the verbs in the correct form. Use first, second, third, and mixed conditionals.

- 1 If the water companies (not / impose) restrictions on water use in the past, there (be) water shortages now.
- 2 If people (have) to pay according to how much water they used, they (use) less water.
- 3 If companies (introduce) water meters, then people (buy) more water-saving devices.
- 4 If someone (think) of a better idea than conservation, it (be) in use by now.

Vocabulary conservation verbs

4 Complete the sentences about resources using these verbs. Two verbs are extra.

conserve consume preserve protect
run out of save

- 1 We've milk. Can you go and buy some from the store?
- 2 It's very important to money in good times, so that you have some for the bad times.
- 3 Using salt to food is a very old practice.
- 4 The WWF has launched a campaign to the tiger from the threat of extinction.

Reading water

1 Read the paragraph and choose the best option (a–c).

- 1 Probably the most effective way for water companies to reduce water consumption is:
a to fix broken water pipes.
b to limit how much water people can use.
c to charge for water consumption.
- 2 According to the author, people will buy water-saving devices:
a if the devices are more efficient.
b if they see there is financial benefit.
c whether they have a meter or not.

2 Read the paragraph again and find words that mean:

- a consumer
- something you use to water the garden or wash the car
- something that measures the amount of water you consume

7b Oil

Vocabulary oil

1 Label the pictures using these words.

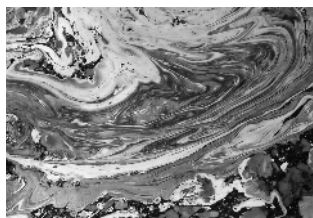
oil barrel oil field oil pipeline oil refinery
oil rig oil slick oil tanker oil well



1



2



3



4



5



6



7



8

Grammar *wish, would rather, and if only*

2 Complete these sentences by putting the verb in the correct form.

- We wish oil (go) on forever.
- I wish I (be able) to give you a straight answer.
- A lot of people wish that we (not / start) to go down this route.
- I'm sure people would rather (have) a cheaper and cleaner alternative.
- If only there (be) a cheaper, cleaner, and more efficient alternative.
- Would you rather we (run) out of oil or lithium?

3 Complete the short conversations using the correct form of the verbs given.

- A: Would you like to drive or will I?
B: I'd rather you (drive).
- A: Are you going to buy that new electric car?
B: If only I (have) enough money, then I'd get it tomorrow, but it's over \$30,000!
- A: Some people think that cheap gas is a basic human right.
B: I know. I wish people (stop) complaining and use their cars less.
- A: Your new car is amazing. Doesn't it use a lot of gas though?
B: Yes, it does. I wish I (buy) one with a smaller engine.
- A: The oil spill was terrible. What do you think happened to all the oil in the sea?
B: I'd rather (not / think) about it. It's probably still out there.
- A: We all depend too much on the countries who produce oil.
B: I know. I wish each country (become) more independent in its energy needs.

7c An emotive subject

Reading conservation stories

Story 1

In the 1970s, Cancún was just a small fishing village—a few huts on the edge of a mangrove forest. Today that forest is buried and rotting underneath 500 hotels. Only a few inhabitants remember the forest and the seven million tourists that visit each year don't know it ever existed. This place is a classic example of how not to build a tourist resort. Nature is for sale here. The mangroves are not the only victims. The coral reef all along the coast is also slowly being destroyed by all the tourists' pollution. Very little waste water is treated: it's either pumped into the sea or injected into the land, from where in time it returns to the surface. Up to now, conservationists have failed to stop this development or the pollution it's caused.

Story 2

The story of the West African giraffe is a conservation success story. A heroic effort on the part of conservationists has saved the giraffe from extinction—from numbers as low as 50 giraffes 20 years ago to over 200 today. The main job was to track the giraffe's movements, since they travel huge distances looking for food. This was done by fitting them with GPS satellite collars—easy with their long necks, you'd think, but actually it's a delicate operation because the giraffes have to be anesthetized first. Once they knew where the giraffes were going, the conservationists could then begin to educate local people about the dangers facing these wonderful creatures, and to compensate farmers when their land had been damaged by them.

1 Complete the table.

	What needs to be protected?	Has the conservation work been successful?
1	The mangrove in
2	The West African

2 Are the sentences true (T) or false (F)? Or is there not enough information (N) to say if the statements are true or false?

- Every inhabitant of Cancún misses the beautiful mangrove forest.
- Waste water has badly damaged the coral reef along this part of the coast.

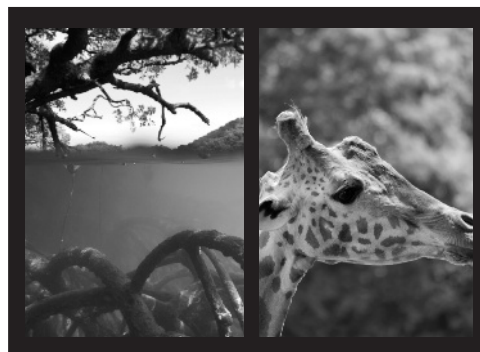
3 In West Africa, conservationists needed to find out where the giraffe went for food.

4 Farmers were killing the giraffes who fed on their land.

3 Complete the sentences about the conservation projects using these words.

classic heroic rarest rotting sale small wonderful victims

- Today that forest is buried and underneath 500 hotels.
- This place is a example of how not to build a tourist resort.
- Nature is for here.
- The mangroves are not the only
- A effort on the part of conservationists has saved the giraffe.
- The conservationists could then begin to educate local people about the dangers facing these creatures.



4 Find words and expressions in Exercise 3 that have these meanings:

- very typical
- a person or thing against which a crime is committed
- placed under the ground
- you can buy it
- decaying or going bad

7d Is globalization good?

Real life making your point

- 1 Globalization is a force for good. It brings us all closer together. You'll say, "Yes, it makes us all watch the same TV shows and want to buy the same brands," but that's not the point. The point is that it helps us to understand each other better: our differences and our similarities, our hopes and our fears.
- 2 Sorry, I just don't accept that. All it helps is people in rich countries to have cheaper goods and also goods out of season. To be honest with you, I could live without flowers that are imported from Africa in December or my computer technical support team being based in India.
- 3 We're approaching this debate all wrong. Globalization is just a natural economic phenomenon. It gives countries a much bigger market so that they can concentrate on producing the things they're good at producing.
- 4 Think of people in China making cheap toys for us to give to our children. These people would be much better off making things that were really useful to them. There's no doubt that it's helped the rich countries, but overall globalization has just increased the gap between the world's rich and poor.

- 1 Read what four people think about globalization and complete the summaries.

Person 1: Globalization helps us all to

Person 2: Globalization just helps people

Person 3: Globalization is just a

Person 4: Globalization has just increased

- 2 Complete these phrases used in the reading.

- 1 That's the
- 2 Sorry, I don't that.
- 3 To, I could live without flowers that are imported from Africa.
- 4 We're this debate all
- 5 There's no that it has helped the rich.



Vocabulary review strong feelings

- 3 Look at these words. Check the emotive words.

back-breaking criticize deplore desperate
interested in keen on majestic obsessed with
tall tiring

7e Waste

Writing a letter to the press

1 Read the letter below and answer the questions

- 1 What caused the writer to send the letter?
.....
- 2 What does she say will happen if nothing is done?
.....

Daily Times

Published: January 12

To the editor:

I am very tired of seeing so much waste in a world where many people ¹ suffer shortages of food, energy, and other basic necessities.

Each day at my local supermarket, enormous quantities of food ² are thrown away when it could easily be given to charities for the homeless. People often throw away electronic equipment, ³ , when the item is only four or five years old. Cars ⁴ sit in traffic jams with their engines running, burning fuel unnecessarily. Clothes, ⁵ , are so cheap nowadays that people think nothing of wearing something once or twice and then throwing it away.

How have we allowed ourselves to become so careless about precious resources? Are we simply too rich to care? If we do not change the way we behave, a change of behavior will be forced upon us because there will be no more resources left for us to waste.

H. Patel, Oakland

2 Writing skills giving vivid examples

a Use these words and one of the details (a–e) to add information that makes the letter more vivid. Insert the information in the spaces (1–5).

such as with especially which who

- a items of fashion clothing
- b flat-screen TVs, computers, or cell phones
- c is near its sell-by date
- d live in more difficult circumstances than us
- e only one driver in them

b Make the short letter below more vivid by giving more information or examples in the spaces (1–5). Use these notes to help you.

- give more details of the building
- give examples
- describe what people do here
- give examples
- give reasons

To the editor:

I agree totally with James Needham (*Daily Times*, May 4). The decision to build a new apartment complex ¹ on part of what is now Summerdine Park is shocking. This park not only contains many species of trees ² , it is also one of the few green spaces in the area, ³ There are certainly other places to build new housing ⁴ It would be better to develop areas like this ⁵

Word focus better

3 Match the beginning of the sentences (1–5) with their endings (a–e).

- | | |
|------------------------------------|---|
| 1 You had better | a than me. |
| 2 We would be better off | b if we kept this car until it gets too expensive to maintain. |
| 3 I think it would be better | c not mention the question of waste to him. He gets very emotional. |
| 4 He always tries to go one better | d than to cut down a tree in a conservation area. |
| 5 He should know better | e to send a letter to the local paper. |

Wordbuilding collocations related to one word

- 1 Look at these noun + noun collocations. Match them to the definitions below.

air: air bridge air force air vent

water: water jug water leak water lily

wind: wind chill wind farm wind instrument

- 1 e.g., clarinet, oboe, flute
.....
- 2 used for getting from the airport terminal to the plane
.....
- 3 a place where renewable energy is generated
.....
- 4 the drop in temperature cause by a cold wind
.....
- 5 an escape of water from a pipe or tank
.....
- 6 part of the military, along with the army and navy
.....
- 7 used for serving water at the dinner table
.....
- 8 a place (e.g., in a wall) where air can enter or exit
.....
- 9 a flower that grows in lakes and ponds
.....

- 2 Some noun + noun collocations become one compound noun. Look at these collocations with *sun*. Which two words are opposites?

sunglasses sunlight sunrise sunset suntan

Learning skills improving your listening

- 3 A key to understanding fast native speech is to understand stress and linking in English pronunciation. Read this sentence aloud and note the stress and linking in it.

- 1 **Stress:** Sorry I just don't accept that.
- 2 **Linking:** Sorry I just don't accept that.

- 4 Look at these sentences. Read them aloud. Underline the stressed syllables and indicate where the sounds are linked.

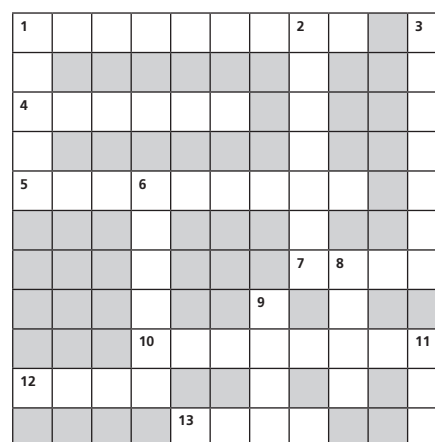
- 1 Globalization helps people in rich countries.
- 2 They can have goods out of season.
- 3 But to be honest, I don't need flowers imported from Africa in December.

- 5 Read these steps for improving your listening skills.

- 1 Write down the words you hear.
- 2 Read your transcript back. Does it make grammatical sense?
- 3 Compare your transcript with the audioscript.
- 4 Note the words and sounds which have the strongest stress. These should be the key words that convey the meaning.
- 5 Note which words are clearly linked. This will help you to distinguish them the next time you hear them.

Check!

- 6 Complete the crossword using phrases about natural resources. All the answers are in Student Book Unit 10.



Across

- 1 resources which can be replaced in nature (9)
- 4 and 5 with its special plants and wildlife, Madagascar has one of these (6, 9)
- 5 see 4 Across
- 7 the substance which is removed from water in the desalination process (4)
- 10 this American river does not reach the sea anymore (8)
- 12 another word for "conserve" (4)
- 13 see 11 Down

Down

- 1 the three Rs in conservation: reduce, ..., recycle (5)
- 2 people whose job it is to cut down trees (7)
- 3 Ecuador wanted to be paid not to do this with its oil (7)
- 6 the opposite of abundant (6)
- 8 this sea is a tenth of the size it was in the 1960s (4)
- 9 producing a pound of this uses 22,500 gallons of water (4)
- 11 and 13 Across the point where oil is taken from the ground (3, 4)

Unit 8 The news

8a Photojournalism

Vocabulary the news

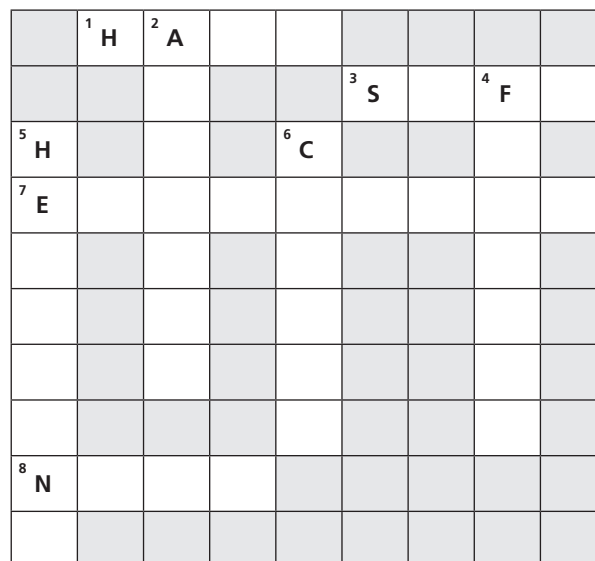
- 1 Complete the crossword with words related to news reporting.

Across

- 1 and 8 a story that is both serious and urgent (4, 4)
3 news that is less serious and not urgent (4)
7 a piece expressing the opinion of the newspaper (9)

Down

- 2 any piece written in a newspaper or magazine (7)
4 a special or prominent piece in a magazine or newspaper (8)
5 the title of the main news story, written in big letters (8)
6 a section of the newspaper dedicated to a particular writer (6)



Grammar reporting verbs

- 2 Rewrite these sentences using the reporting verbs given.

- 1 People said that the magazine had manipulated reality.
People **accused** the magazine
- 2 The editor said they had altered the image.
The editor **admitted**
- 3 But he said they hadn't done anything wrong.
But he **denied**
- 4 He said modern technology made it easy to alter images.
He **blamed**
- 5 Some editors tell their designers that it is OK to alter images for covers.
Some editors **persuade**
- 6 People complained, saying that they had been given a false impression.
People **complained**

- 7 Some people say, "Don't trust a photo if there's anything important riding on it."

Some people **warn** you

- 3 Complete the text using the correct form of the verbs. Use prepositions where necessary.

In the past, photographers have been criticized
¹ (invade) people's privacy or ² (take) pictures that did not reflect the reality of a situation. But nowadays, in the age of digital photography, there is a new problem. How do we know that the photo has not been altered after it has been taken? It would be wrong to blame the photographer
³ (manipulate) some of the photos that appear in our newspapers and magazines. A photo editor might be asked
⁴ (alter) a photo digitally in order to make a good story. For example, someone might suggest ⁵ (touch) up the photo of a film star's face to make them look more attractive. Or they might urge the photo editor ⁶ (add) an image of a frightened child into a photo of a street protest. That is a practice people should possibly refuse
⁷ (accept).

8b News in brief

Grammar passive reporting verbs

1 Grammar extra tenses in passive reporting verbs

► TENSES IN PASSIVE REPORTING VERBS

Note how these tenses are transformed from active to passive.

People say...	→	It is said that...
People have said...	→	It has been said that...
People said...	→	It was said that...
People had said...	→	It had been said that...

Look at the grammar box. Rewrite these phrases using passive reporting verbs.

- 1 People say that... → It is said that...
- 2 Everyone understands that...
It
- 3 Everyone knew that...
It
- 4 People believed that...
It
- 5 People have estimated that...
It
- 6 People think that...
It
- 7 People had hoped that...
It
- 8 Everyone supposes that...
It

2 Rewrite the sentences using passive reporting verbs.

- 1 People say that for every negative, there is always a positive.
It is said that for every negative, there is always a positive.
- 2 People expect Mr. Gomez to continue doing what he loves.
It that Mr. Gomez what he loves.
- 3 People used to think that a glass of red wine a day helped you to live longer.
In the past,
.....

- 4 Most people don't recommend eating fast food if you want to live longer.
It that you
- 5 People hoped that secret gifts would brighten up someone's day.
It that secret gifts
- 6 People supposed that the tree prevented the car falling further.
It
- 7 People considered the man lucky to survive the accident.
It that the man
- 8 People have reported great success with the idea.
It the idea very successful

Vocabulary the feel-good factor

- 3 Match the adjectives describing good news stories in box A with the words that have the opposite or a near opposite meaning in box B.

A amusing
charming
inspiring
quirky
encouraging
optimistic

B ordinary
depressing
pessimistic
serious
dreary
uninspiring

Vocabulary review photography

- 4 Match the verbs in Box A with the nouns in Box B and write the collocations.

A capture
open
record
see through
take
take

B events
the lens
the moment
a photo
a snapshot
the shutter

8c Balanced reporting

Reading news reports

The difficulty with journalism is trying always to make sure that you give a balanced view, to get your facts right, and at the same time tell a good story. National Geographic tries to find places where we can marvel at the wonders of nature and places where it thinks that natural ecosystems are in danger.

In the August 2011 issue, the magazine brought the world's attention to such a place, the Great Bear Rainforest in Canada. The main article was a full feature entitled "The Wildest Place in North America, Land of the Spirit Bear" and described the beauty of the white Kermode Spirit Bear. A smaller article, called "Pipeline through Paradise," described the building of a gas pipeline through "Great Bear" country to a gas terminal on the coast at a place called Kitimat. Here huge tanker ships were to be loaded up with liquefied natural gas. The article stated that, "The government has already approved a fleet of liquefied natural gas tankers to call at nearby Kitimat in 2015."

Strictly speaking, this was factually inaccurate and it upset the company building the pipeline a great deal. Building of the terminal had in fact already begun, and the local government had given its verbal approval to the pipeline. But the company had not received an official license at the time of publication of the article. Even though it was likely that a license would be granted, the journalists and editors in question clearly jumped the gun in order to make their point.

The article highlights the dilemma for journalists. They want to write an interesting article that gives definite, not probable, news. They also want to get the story first, before it appears in other newspapers or magazines. The people involved, on the other hand—in this case the company representatives who were interviewed for the article—want all the facts to be presented, not only the ones that interest the journalist. They also want any comment to be balanced: in other words, for the same amount of space to be given to their own views as to the journalist's. Ideally, they'd like to have the last word, but of course no journalist should allow that.

1 Are the sentences true (T) or false (F)?

- 1 National Geographic likes to report on endangered environments.
- 2 The main article was about a gas pipeline.
- 3 The speaker thinks that journalists should give equal space to both sides in a debate.

2 Read the report again and choose the correct option.

- 1 Journalists have to try to give a balanced *view / opinion* and tell a good story.
- 2 National Geographic tries to find places where we can marvel at the *joys / wonders* of nature.
- 3 The main article described the *beauty / nature* of the white Kermode Spirit Bear.
- 4 A smaller article described the building of a gas *platform / pipeline*.
- 5 *Technically / Strictly* speaking, it was inaccurate to say the government had given its approval.
- 6 The journalists and editors in question *shot / jumped* the gun in order to make their point.
- 7 The article highlights the *dilemma / problem* for journalists.
- 8 Ideally the people involved would like to have *the say-so / the last word*.



Word focus word

3 Complete the sentences using the expressions with *word*.

don't take my word for it eat my words
gave his word
one person's word against another's
word of mouth

- 1 Our magazine gets most of its new readers by or because someone has read a copy in a doctor's waiting room.
- 2 I assured them that it would be easy to find a good wildlife photographer. I hope I don't have to
- 3 It is just In the end, the reader will have to decide who they believe.
- 4 If you don't believe what I'm telling you, then Go and check the facts for yourself.
- 5 He that he would not publish the story before I had read it.

8d Guess what

Real life reporting what you heard

- 1 Complete the sentences. Use a verb in each space.
Do the sentences express belief (B) or disbelief (D)?

- | | B | D |
|--|--------------------------|--------------------------|
| 1 I think I'd her word for it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He generally his facts right. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He's not the type to gossip. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 no notice of what she says. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It's been out of proportion. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I'd that with a grain of salt. | <input type="checkbox"/> | <input type="checkbox"/> |

- 2 Read a conversation between two friends, Jane and Annie, and answer the questions.

A = Annie, J = Jane

J: Hi Annie.

A: Hi Jane. Did you hear the good news about Patrick? Guess what?

J: What?

A: Well, you know he was doing a comedy routine...

J: You mean that show that he and his friends took to the Talent Festival.

A: Yes. Well, apparently he was spotted by someone from a big theatrical agency and they want him to sign a contract with them.

J: Really? Who told you about it?

A: Kate. She figures that it won't be long before we see him on TV.

J: Hmm... Well, I'd take that with a grain of salt if I were you. It could just mean he gets a bit of advertising work or something.

A: No, according to Kate, it's more than that. They talked about him getting acting parts on TV.

J: Really? Well, that'd be fantastic. I heard that it was really difficult to get that kind of work.

A: I think it is, which shows he must have really impressed them. But don't tell anyone just yet. I think he wants to keep quiet about it.

J: Don't worry. I'm not the type to spread gossip.

A: I know you're not.

J: Well, that's great news. Thanks for telling me.

- 1 What is the news about Patrick that Annie wants to share?

.....
.....

- 2 Who did she hear this news from?

.....

- 3 What does Annie ask Jane to do with the news? Why?

.....
.....



- 3 Complete the sentences from the conversation.

verbs: guesses heard figures seems
prepositions: about according to
adverbs: apparently supposedly
nouns: gossip grain

- 1 Did you hear the good news
(preposition) Patrick? (verb)
what?
- 2 Well, (adverb) he was spotted
by someone from a big theatrical agency.
- 3 She (verb) that it won't be
long before we see him on TV.
- 4 Well, I'd take that with a
(noun) of salt if I were you.
- 5 No, (preposition) Kate, it's
more than that.
- 6 That'd be fantastic. I (verb)
that it was really difficult to get that kind of work.
- 7 Don't worry. I'm not the type to spread
..... (noun).

8e Group action

Vocabulary meetings

1 Write two verbs that collocate with each noun.

attend discuss draft hold make (x2)
put forward reach weigh write

- 1
a meeting
- 2
a suggestion
- 3
a decision
- 4
the options
- 5
a letter

2 Writing skill impersonal language

Rewrite the sentences using impersonal language.
Use the words given.

- 1 We all got together to discuss how to raise the money.
A (held)
- 2 We discussed all the things that we could do.
All (options)
- 3 Julian suggested that we should ask the local businesses for help.
One (suggestion)
- 4 Pete said it was better to have some fun events.
Another (idea)
- 5 Several people said organizing events would take too long.
It (agreed)
- 6 No one could decide what to do about funding the project.
..... (decision)

Writing minutes from a meeting

3 Read the minutes from a local meeting about a waste incinerator (a plant where trash is burned) in the area. Answer the questions.

- 1 What are the main advantages and disadvantages of the incinerator?

2 What action was decided on?

3 What action was rejected?

Playa Grande Residents' Association

From: Kathy Barbosa

Re: New waste incinerator

Here are the minutes from the meeting which was held on September 3.

- Following the government's decision to build a new waste incinerator on the old factory site in Quibble Street, we met to decide what action residents could take to oppose this new source of pollution.
- Karen suggested that we should get everyone in the area to sign a petition against the proposal. Everyone agreed that this was a good first step.
- Tom thought we should present the government with some alternative locations, but no one at the meeting was able to suggest any so the action was rejected.
- Jo made the point that the government wanted to use the incinerator to generate electricity for the area, which was a good thing for the community.
- Kevin proposed that we could have another kind of plant which sorted the waste for recycling. Harry said he would research this option and discuss it at the next meeting.

Next meeting date: **September 26**

4 Replace the underlined phrases with more impersonal ones.

- 1 a meeting was held to decide
- 2
.....
- 3
.....
- 4
.....
- 5
.....
- 6
.....
- 7
.....

Wordbuilding forming adjectives from verbs

1 Complete the sentences using the verbs + *-ing*.

charm confuse depress inspire
refresh tire touch worry

- 1 It is _____ that she is so late—she's normally very punctual.
- 2 The article was rather _____. You couldn't work out why the daughter had left her family.
- 3 It's very _____ to hear a story about a business which doesn't just do things to make money.
- 4 He is a really _____ man—polite, interesting, and kind.
- 5 The story about two friends overcoming their difficulties was very _____.
- 6 Environmental news is often _____, but in this case the story offered hope.
- 7 The news featured the _____ story of a 14-year-old girl who got a part-time job to help support her family.
- 8 It's very _____ to follow movie with subtitles for three hours.

2 Make adjectives using verbs + *-ive*.

- 1 good at **inventing** *inventive* (from *invent*)
- 2 good at **persuading** _____
- 3 good at **creating** _____
- 4 liking to **compete** _____
- 5 **producing** a lot _____
- 6 **talking** a lot _____
- 7 wanting to **protect** _____
- 8 not **responding** _____

Learning skills keeping a learning journal

3 What is a learning journal and why is it a good idea to keep one? Look at these reasons and compare them with your own ideas.

- To learn from your mistakes and successes
- To track your progress
- To set goals for your learning
- To record what you have learned

4 Read the following actions which can help you to evaluate and personalize your learning.

Actions

- 1 Write down your experiences of learning after each lesson: what you found easy, what you found difficult, what was the most important thing you learned.
- 2 Note mistakes that you have made before.
- 3 Make a note of an excerpt, even a sentence, that you particularly liked and try to memorize it.
- 4 Set yourself a small task based on the language you learned in your last lesson, e.g., describe a good news story, report what someone said to you, or describe a situation where somebody's reputation was questioned.

5 Apply the actions (1–4) for Unit 8. Then remember to do it for your next lesson!

Check!

6 Do the quiz. You can find all the answers in Student Book Unit 8.

Quiz Time

- 1 Complete these sentences about the characters in Unit 8.
 - a The pilot Peter Burkill went from hero to z_____.
 - b Sharbat Gula's photo is one of the most i_____ images of our time.
 - c It was believed that the large blue butterfly was e_____ in Britain.
- 2 Complete the phrases about the news.
 - a The best form of advertising is when news travels by word of m_____.
 - b Good news stories generate a f_____ factor among people.
 - c It's not a good thing to s_____ gossip.
 - d There was an amazing f_____ about India in *National Geographic* this month.

Unit 9 Talented people

9a The great communicator

Reading

As a young man Ronald Reagan moved to Los Angeles to begin a career as an actor in films and television. After joining the Republican Party in 1962, his skills as an orator were noticed and he was persuaded to run for governor of California. He then went on to become the president of the United States between 1981 and 1989. He was often ridiculed for not being very clever—a second-rate actor, who could only read the lines he was given by his advisors—but he remains one of the most popular American presidents of the past 50 years.

Some historians say that Ronald Reagan understood the fundamental essence of leadership: that is, that a leader to be able to communicate. Reagan always gave the impression that he was listening when he was speaking to you. It was almost as if it didn't matter what his political views were. He made people feel that they mattered. That is a fantastic quality to have. Reagan's style of communication stands out as a model for all leaders. If the president can connect with the ordinary person, there's very little he can do wrong.

- 1 Look at the words and phrases in bold from the description of Ronald Reagan. Choose the correct meaning (a or b).

- 1 His skills as **an orator** were noticed and he was persuaded to run for governor of California.

a a politician
b a public speaker

- 2 He understood the **fundamental essence** of leadership.

a real meaning
b basic problem

- 3 He made people feel that they **mattered**.

a were lucky
b were important

- 4 Reagan's style of communication **stands out**.

a is noticeable
b is old-fashioned



Grammar articles: *the* or zero article?

- 2 Complete with *the* or zero article (–).

Countries: Japan, United Arab Emirates, Netherlands, Thailand

Places: Amazon River, countryside, Moon, Mount Everest

Times: weekend, Saturday, April, spring

Other: breakfast, police, poor, biology

Vocabulary qualifications

- 3 Complete the job interview between an interviewer (I) and an applicant (A) using these words.

background experience qualifications talents

I: So can you tell me first a little bit about your
1 ?

A: Sure. My mother's French and my father's English. I was brought up in France and...

I: And do you have any previous
2 in journalism?

A: Yes. In college I was editor of the student magazine and after that I worked for a local radio station...

I: What 3 do you have?

A: I have a bachelor's degree in media studies...

I: What would you say are your
4 ?

A: I'm good at learning languages and I'm a good photographer.

9b An inspirational scientist

Reading positive results

Something the size of a postage stamp, costing just a penny apiece, could be a medical breakthrough that will save millions of lives.



According to biotechnology scientist Hayat Sindi, this tiny piece of paper has the same power as an entire diagnostic laboratory. "My mission is to find simple, inexpensive ways to monitor health," Sindi says. She believes technology pioneered by a team at Harvard University will make it possible, and she co-founded the charity "Diagnostics For All" to produce and distribute the innovation.

The small piece of paper is a low-tech tool that detects disease by analyzing bodily fluids. Positive results, which show up in less than a minute, are indicated by a change in color on the paper.

Grammar relative clauses and reduced relative clauses

1 Write sentences using relative clauses. Use the relative pronouns *who*, *which*, *whose*, *where*, and *when*. Use commas where necessary.

1 The piece of paper is the size of a postage stamp. It could save thousands of lives.

.....

2 The charity "Diagnostics for All" produces the tool. It was co-founded by Sindi.

.....

3 The tool will be used in developing countries. It is difficult to find clinics there.

.....

4 The results show up on the paper. The paper's color changes if there is a problem.

.....

5 Sindi later went to Harvard. She was the first Saudi woman to study biotechnology at Cambridge.

.....

6 Sindi has become a role model for other women. They want to follow her example.

.....

2 Replace the relative clauses in these sentences with reduced relative clauses. Number 4 has two clauses.

1 People who live far away from hospitals and clinics will benefit from this technology.

.....

2 Sindi, who was determined to succeed, studied up to twenty hours a day.

.....

3 Sindi uses her own experience to inspire other women who wish to become scientists.

.....

4 A new foundation, which was launched recently by Sindi, offers help to young women who want to follow a career in science.

.....

Vocabulary personal qualities

3 Complete the summary with these adjectives.

analytical articulate passionate patient

Hayat Sindi is ¹ about helping people in developing countries. She also is an ² speaker and supporter of women's right to education. To be a scientist, you have to have an ³ mind and to be very ⁴, as it can take a long time to get positive results from an experiment.

9c Women leaders

Reading an interview

Interviewer: What are the particular qualities that men and women bring to leadership? Does it in fact make any difference to an organization if its leader is a man or a woman? I have with me Virginia Stanton, author of *Women Who Lead*. Virginia, surely in this day and age it doesn't matter that much, does it, what gender a leader is, as long as they're a good leader?

Virginia: Well, if you say that, you're actually ignoring the differences that a number of studies have identified between male and female leaders. It's statistically proven that women are a) more adventurous—they're happy to take risks, and b) more effective—they focus harder on getting the job done.

Interviewer: That is a little surprising, yes.

Virginia: Less surprising perhaps is that they tend to be more sensitive and caring—that is to say, they listen better than men and try to take other people's views into account before making a decision. That's because they seem to care more about their relationships with those around them.

Interviewer: And I suppose you're going to say, then, that men are more assertive and dominant. That's a stereotype, isn't it?

Virginia: Well, I think the important thing here is that whereas in the past, leaders—male leaders, that is—were more autocratic—"just do what I tell you to do and don't answer back"—these days you need to be more inclusive and gentler in your dealings with people. It's long been recognized that women, who traditionally have been the ones to organize and manage families or groups of volunteers in charity organizations, have these qualities. More and more, these are qualities that are needed today in the world of business and politics.



- 4 According to the author, men care more about what others around them think.
- 5 The interviewer thinks that the author is stereotyping women.
- 6 The author thinks that people want a more cooperative style of leadership than in the past.

Word focus *long*

- 2 Look at the sentence from the interview and its definition. Then match the sentences (1–10) with the correct definition (a–j).

It doesn't matter what gender a leader is, **as long as** they are a good leader. = It doesn't matter what gender a leader is, **if/provided that** they are a good leader.

- 1 "It's been great to see you. I hope we can meet up again **before long**."
- 2 He stood there for what seemed like hours and **at long last** someone opened the door.
- 3 She wasn't angry that the company paid her poorly, but she **longed for** recognition.
- 4 They arrived **long after** they had intended to.
- 5 Jake and I **go back a long way**.
- 6 **The long and short of it** is that we need to reduce our spending or we'll be in trouble.
- 7 He **put on a long face**, so I asked him what the matter was.
- 8 He **has come a long way** since he was working as a dishwasher in a café.
- 9 "**So long**," she said, "I'll write to you soon."
- 10 **In the long term**, I think we will see benefits from all these efficiencies.
 - a after much waiting
 - b are old friends
 - c desired very much
 - d goodbye
 - e the main message
 - f looked sad
 - g made a lot of progress
 - h much later than
 - i over a long period of time
 - j soon

- 1 Based on the interview, are the sentences true (T) or false (F)?

- 1 The interviewer thinks that whether a leader is male or female is not the issue.
- 2 The author says that her claims are supported by research.
- 3 The author is surprised that women, not men, take more risks.

9d Your own talents

Real life describing skills, talents, and experience

1 Complete these expressions using the correct preposition.

- 1 In college I majored photojournalism.
- 2 I'm very familiar your magazine.
- 3 I'm good spotting an interesting story.
- 4 I have some experience news photography.
- 5 I think I'd be suited working in this kind of environment.
- 6 I feel quite comfortable tight deadlines.
- 7 I'm very interested the idea of working closely with other journalists.
- 8 I'm serious wanting to become a full-time news photographer.

2 Read three people's descriptions of their skills at a job interview. What job are they applying for?

Speaker 1

Well, I'd like to know more about the job, because I'm very interested in the idea of working with young people—people are always telling me that I'm very good with children—but I don't have much direct experience with this age group.

Speaker 2

I specialize in canoeing and various other water sports, but I feel comfortable with most outdoor activities really—as long as you're not going to expect me to lead a climbing expedition up a glacier or anything. I haven't done mountaineering. But I have led groups before, so I have good organizational skills.

Speaker 3

I think I am very well qualified for this job, actually. Although I haven't led expeditions, I've been working as a physical education teacher at my local high school for the last four years. I'm good at a number of sports, in fact. But when I saw your advertisement, I thought, "This could be just the thing for me." I'm familiar with your organization and I really like the fact that you run these activities for kids from underprivileged backgrounds.

3 Answer the questions about each of the applicants.

1 What are the skills or talents of each applicant?

Applicant 1

.....

Applicant 2

.....

Applicant 3

.....

2 What does each speaker lack experience of?

Applicant 1

.....

Applicant 2

.....

Applicant 3

.....

4 Grammar extra adjective + *-ing* or *to* + infinitive

► ADJECTIVE + *ING* or *TO* + INFINITIVE

Some adjectives can be followed by a preposition + *-ing* or by an infinitive.

I'm interested in learning French.

I'm happy to show you how it works.

Look at the grammar box. Complete the sentences. Use the correct form of the verb: *-ing* form or *to* + infinitive.

- 1 I'd like to (participate) in one of your trial days.
- 2 I'll be sad (leave) this place.
- 3 I'm interested in (travel) to new places.
- 4 I'm excited about (do) field research in India.
- 5 I'm very interested (work) abroad.
- 6 I'd be interested (find out) more about the job.

9e Networking

Writing an online profile

1 Complete the personal profile using the information below (a–f).

- a Current
- b Freelance marketing consultant and translator
- c School of Management, UMass Amherst
- d Media and food
- e Summary
- f Past

Mitsuko Uchida

1 _____



Location: Tokyo

Industry: 2 _____

3 _____: Advising
US supermarket on market plan for Japan

4 _____:

- Marketing Manager, Disney, Japan – responsible for “Winnie the Pooh” account;
- Marketing assistant, Coca-Cola, Japan;
- Translated marketing documents for various British and US companies.

Education:

Seisen International School; Tokyo University;

5 _____

Currently doing an online MBA.

6 _____

I love projects that combine my language skills with my experience in marketing. I am interested in cross-cultural issues and in fun or exciting marketing projects. You can see some examples of my work by clicking on the links below.

2 Answer the questions.

1 What kind of work is Mitsuko interested in?

2 What languages can she speak? _____

3 How would you describe her level of education?

3 Writing skill writing in note form

a Look at these shortened phrases from the profile and put them into full sentences.

1 advising US supermarket on market plan for Japan

2 responsible for “Winnie the Pooh” account

3 translated marketing documents for various British and US companies

4 currently doing an online MBA

b The personal profile below has no shortened phrases. Find the places where it would be appropriate to use them and rewrite the sentences in a shortened form.

Harry Ross

I am a specialist website designer

Current: I am designing an interactive website for a local sports and recreation center.

Work history: I used to work for a large telecommunications company as a computer programmer. Afterwards I worked for a local hospital designing their patient communications website. I set up my own company in 2010.

Education: I went to the University of California Davis.

Wordbuilding verb (+ preposition) + noun collocations

1 In each of these groups, one of the verbs does NOT collocate with the noun on the right. Put a line through this verb.

- | | |
|----------------------------|-----------------|
| 1 follow / do / have | a career |
| 2 make / take / attend | a class |
| 3 acquire / learn / get | a skill |
| 4 take / make / pass | an exam |
| 5 get / earn / acquire | promotion |
| 6 gain / win / get | experience |
| 7 own / have / nurture | a talent |
| 8 do / work / get | a job |
| 9 gain / earn / get | a qualification |
| 10 join / set up / take on | a company |

2 Complete the description of someone's career by putting an appropriate verb in each space.

When I was 19 I ¹ a test to get into a drama school in New York, but I was unsuccessful. At that point, I had to decide whether to try to ² a career in acting or just abandon the idea and ³ a completely different kind of job. All my friends told me that I ⁴ a natural talent for acting and that I didn't need to ⁵ a qualification to prove it. So instead, I ⁶ a small theater company and ⁷ experience acting that way. Just by working with other actors I was able to ⁸ new skills and two years ago I was asked by the National Theater to perform in a production of Shakespeare's *The Tempest*. I have never looked back!

Learning skills the language of learning

3 When you learn a language, you often need to ask questions about it. Look at the terms (1–8). Then match the terms with the definitions (a–h).

- 1 a part of speech
- 2 past participle
- 3 an idiom
- 4 a colloquial expression
- 5 a false friend
- 6 a collocation
- 7 register
- 8 a euphemism

- a two words that naturally go together
- b a phrase whose meaning is not clear from the individual words it is composed of
- c the level of formality
- d e.g., noun, verb, adjective, adverb, preposition
- e a word that looks similar in two languages but has different meanings
- f the third form of the verb, e.g., go, went, gone
- g a word or phrase that expresses an idea more politely or gently
- h a phrase used in everyday informal speech

4 Answer these questions about words from Unit 9.

- 1 What is the past participle of *feel*?
- 2 What part of speech is *the*?
- 3 What verb collocates with *knowledge*?
- 4 Is *grab someone's attention* an idiom?
- 5 What register is the online profile on page 56 of the Workbook?

Check!

5 Answer these questions. You can find all the answers in Student Book Unit 9.

- 1 What are these people's jobs?



- a b

- 2 Complete this famous quote by Neil Armstrong.

"That's one small for man, one giant for"

- 3 Which of these places have *the* in front of them?

- a Atlantic Ocean
- b Korea
- c Florida
- d USA
- e Moon

- 4 What type of clause is the underlined clause in the quotation?

- a a defining relative clause
- b a non-defining relative clause
- c a reduced relative clause

Kira Salak, known as the real-life Lara Croft, doesn't want to tell travel stories you have already heard.

Unit 10 Customs and behavior

10a Child behavior



Grammar habitual actions: present tenses, *will*

- 1 Complete the short passages about growing up and child behavior. Use the present simple, present continuous, and *will*.

1
Some parents ¹ (take) their children out of school because they ² (think) that they are not being challenged enough. These parents then ³ (teach) their children at home, giving them structured lessons each day. Some ⁴ (follow) a curriculum specially written for home schooling, others ⁵ (design) their own curriculum of lessons and activities.

2
Parents complain that their children ⁶ (always / fight) and ⁷ (squabble). It is of course the case that most children do this when they are young. Even older siblings ⁸ (argue) and fight as they struggle for their parents' approval. But psychologists ⁹ (say) that this is normal behavior and it ¹⁰ (help) to prepare them for other relationships later in life.

3

There is quite a lot of literature written about the personality traits of children according to their birth order. First-borns ¹¹ (tend) to be model children: conscientious and reliable and high-achievers. They ¹² (generally / follow) a career that their parents approve of and ¹³ (be) successful at it. Middle children are more difficult to categorize, but they ¹⁴ (always / follow) a different path from their elder brother or sister. Last-borns are sociable and fun-loving and ¹⁵ (often / get) all the attention when in a group.

- 2 Look at these examples of annoying behavior. Complete the sentences using the present continuous with *always* of the verbs.

ask leave play spend talk talk

- 1 A girl is on her cell phone all the time.
She's *always talking* to her friends on the phone.
- 2 In the car, a young boy says: "Are we nearly there yet?"
He we're nearly there yet.
- 3 A teenage girl spends ages in the bathroom so no one else in the family can get in.
She in the bathroom.
- 4 At mealtimes, a young boy never swallows his food before speaking.
He with his mouth full.
- 5 A teenage boy is obsessed with computer games.
He computer games.
- 6 A young girl never tidies her bedroom up.
She her room in a mess.

10b Globalization of the food market

Grammar *used to, usually, be used to, and get used to*

- 1 Read about a person living 100 years ago. Which of the underlined verbs can be replaced with *used to*, *would*, or *was/were used to*? Write the alternative.

"We ¹ didn't cook on a stove, because we didn't have one. We ² cooked everything over a fire. For example, if we ³ wanted to cook sausages, we ⁴ hung them on hooks over the fire. But if it ⁵ was a special occasion and we had a lot of things to cook, then we had to take it down the road to the hotel that ⁶ had a proper oven and for a few pennies they ⁷ cooked it for us. It seems strange now, but we ⁸ did that whenever all the family got around the table."

- | | | | |
|---|---------------------------|---|-------|
| 1 | <u>didn't use to cook</u> | 5 | |
| 2 | | 6 | |
| 3 | | 7 | |
| 4 | | 8 | |

Vocabulary food types

- 2 Look at what these people ate for lunch. Which of the following did they have? Write staple food (S), dairy product (D), processed food (P), and fresh fruit and vegetables (F).

- | | |
|--|--|
| 1 Simone
cheese sandwich
.....
bag of chips
..... | 3 David
rice and stir-fried
vegetables
instant coffee with
milk |
| 2 Pilar
mixed salad
grapes
can of soda | 4 Ivan
hamburger and
French fries
strawberry
milkshake |

Vocabulary review raising children: verbs

- 3 Complete the sentences using the correct verbs. The first letter has been given for you.

My father worked overseas for most of my childhood so we were ¹ **b**..... up by my mother. When he came home, he used to ² **s**..... us, buying us presents and taking us out. He never ³ **p**..... us if we were naughty, because he wanted enjoy to his time with us. He left it to my mom to ⁴ **d**..... us. That was tough on her, because we used to ⁵ **d**..... her often—playing outside when she had told us not to.

It's difficult to be a single parent raising your children alone. You are always ⁶ **n**..... them to do things, when really you want to enjoy the time you have with them.

It isn't easy being a parent. My own kids are always ⁸ **p**..... me to buy them things that other children have, but I try not to ⁹ **g**..... in to these demands. Of course when they do something good, I might ¹⁰ **r**..... them with a present, but I don't want them to be spoiled!



10c Body language

Reading Desmond Morris

Desmond Morris studied to be a zoologist and in that capacity, he observed the behavior of many different species of animals. However, his lifelong interest has been human rather than animal behavior, and unlike the traditional experts in human behavior—the psychologist, the sociologist, and the anthropologist—he is not so interested in what people say, but rather in what they do. In fact, he gives little attention to human speech because he feels that human actions tell us far more about people than anything they might say. Indeed, it is said that in human communication, as much as 90% is non-verbal.

In an interview, Morris gave a fascinating example of this. The non-verbal communication that he described was called “postural echo” and this is how he explained it. Morris and the journalist were sitting discussing Morris’s work in a radio studio. They were both sitting down facing each other across a table. Both had one forearm resting on the table and the other forearm upright with their chin resting on one hand. Both were leaning forward interestedly as they talked to each other. They had adopted what Morris called postural echo: that is to say, because they had a common interest, they were imitating each other’s posture. This particular posture I’ve just described is typical when people are showing interest in what they are hearing.

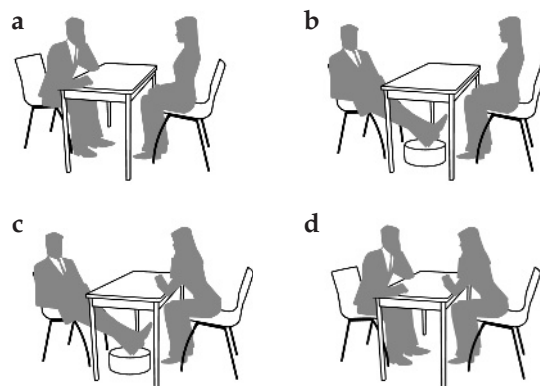
In another situation, though, such postural echo might be totally inappropriate. The example Morris gave was that of a job interview. Imagine you are being interviewed for a job and the boss who is interviewing you sits back in his chair and puts his feet up on a stool. His posture is showing that he is in a relaxed and dominant position. Your posture, on the other hand, should show that you are in a subordinate position: in other words you should be sitting upright, perhaps leaning forward a little to show interest, with your hands on your lap. If you were to echo his posture, it would send the message that you felt as relaxed as him and he is not hiring another boss—he is looking for a subordinate. At best, you would not get the job; at worst, the boss would find it very insulting and end the interview immediately.

- 1 Based on the article about the work of Desmond Morris, are the sentences true (T) or false (F)?

- 1 Desmond Morris studied as a zoologist and a psychologist.
- 2 More than 90% of human communication is made using speech.
- 3 The first example describes the body language of Desmond Morris and journalist.
- 4 Postural echo involves imitating someone’s facial expressions.
- 5 In the second situation, it would be right to use postural echo.
- 6 Leaning back in your chair shows that you feel in control.

- 2 Look at the diagrams and answer the questions.

- 1 In the first situation, how are Desmond Morris and the journalist sitting? Choose the correct diagram.
- 2 How should the boss and the interviewee be sitting? Choose the correct diagram.



- 3 Choose the correct option to complete the sentences. Then read the article again and check.

- 1 Morris’s lifelong interest has been human *more / rather* than animal behavior.
- 2 *Unlike / As* the traditional experts in human behavior, he is not so interested in what people say, but rather in what they do.
- 3 In fact, he gives *few / little* attention to human speech.
- 4 In another situation, though, *that / such* postural echo might be inappropriate.
- 5 *The worst / At worst*, the boss would find it deeply insulting.

10d Wedding customs

Vocabulary weddings

1 Write the words for these definitions.

- 1 a post-wedding vacation
- 2 promises the couple make to each other
- 3 a pre-wedding party for men only is a "..... party"
- 4 a covering for the bride's face
- 5 what you hear when a wedding is approaching
- 6 the man on his wedding day
- 7 an offer of marriage

Real life describing traditions

2 Read the description of the custom of dowry-giving and answer the questions.

Dowry-giving, the gift of money from one family to another on the occasion of a marriage, is still common in certain parts of the world. It symbolizes different things. For example, it can be a sign of wealth and increase social status. It can have a historical and practical meaning: as a rule, in the past, brides did not work, so this was her financial contribution to the marriage. It's customary for a dowry to be given by the bride's family to the groom's family, but it can work the other way around, as in Nigeria, where a small dowry is given by the groom's family.

The engagement ceremony in Nigeria marks the beginning of the wedding celebrations and is an occasion for people to celebrate and have fun before the official ceremony, and also to give gifts to the couple. It takes place on the evening or a couple of nights before the wedding itself. During the party,



there's a lot of music, often played by a live band, and dancing. It used to be traditional for money to be thrown at the couple's feet while they danced, but now people usually bring regular wedding gifts. After the party, the groom's family delivers a kind of dowry to the bride's family's house in the form of a gift of traditional clothes and jewelry. It's not the last time the groom has to visit the bride's house. On the night of the wedding, after the reception party is finished, the bride goes back to her own house where she waits until she's claimed by the groom and taken to their new home.

- 1 What is a big dowry a sign of?
.....
- 2 What did the dowry act as compensation for?
.....
- 3 Which family normally gives the dowry?
.....
- 4 Which family gives the dowry in Nigeria?
.....
- 5 What do the guests at a Nigerian engagement party do, as well as dancing and having fun?
.....
- 6 What two things does a Nigerian dowry consist of?
.....

3 Complete the sentences with the words in the box. Then read again and check.

customary	marks	occasion	on	place
rule	symbolizes	traditional		

- 1 Dowry-giving different things, for example, a sign of wealth.
- 2 As a, in the past, brides did not work.
- 3 It's for a dowry to be given by the bride's family.
- 4 The engagement ceremony in Nigeria the beginning of the wedding celebrations.
- 5 The ceremony is an for people to have fun.
- 6 It takes on the evening or a couple of nights before the wedding itself.
- 7 It used to be for money to be thrown at the couple's feet.
- 8 the night of the wedding, the bride goes back to her own house.

10e Cultural differences

1 Writing skill elision in informal writing

Read the formal email (1) and the informal version (2). There are 16 differences. Find and underline as many as you can.

1

Dear Annabelle,

It was very good to see you the other day. I hope you had a safe journey back to Leipzig. I forgot to mention that I am traveling to Poland next month on business to visit a supplier. I am unfamiliar with business customs in Poland and wondered if there was anything that I ought to be particularly aware of. For example, should I take some gifts with me? Will they be offended that I do not speak any Polish? I certainly do not want to offend my hosts in any way.

I do not want to inconvenience you, but if you have a moment to write a few words of advice, I would be most grateful.

With kind regards,
Paul

2

Hi Annabelle,

Very good to see you the other day. Hope you got back to Leipzig safely. I forgot to mention that I'm traveling to Poland next month on business to visit a supplier. I have no idea about business customs in Poland and wondered if there was anything special I should know. For example, should I take some gifts with me? Will they be put out that I don't speak any Polish? I certainly don't want to seem rude to my hosts in any way.

I don't want to bother you, but if you've got a moment to write a few words of advice, I'd be really grateful.

Best,
Paul

Writing an informal email

2 Look at Annabelle's reply. Rewrite the underlined words and phrases so that they are in a more informal style.

¹ Dear Paul

² I enjoyed seeing you also and ³ thank you very much for ⁴ assisting me with my resume. ⁵ I regret to say I don't know very much about Polish business customs but ⁶ here is a little advice.

A small gift—a souvenir of your city perhaps—would be appreciated, I think. But ⁷ do not give them anything too ⁸ substantial as that would ⁹ cause embarrassment for them. ¹⁰ You will find that Polish business people ¹¹ appear to be quite formal at a first meeting. ¹² That is perfectly normal. Just spend time getting to know them and I ¹³ have no doubt that ¹⁴ they will relax.

¹⁵ Regarding the language, "Milo mi" means

¹⁶ "It is nice to meet you" and "Dziekuje" means "Thank you."

¹⁷ I hope it all goes well. Do ¹⁸ inform me about it ¹⁹ when you return.

²⁰ Yours sincerely,

Annabelle

- | | |
|----------|----------|
| 1 | 11 |
| 2 | 12 |
| 3 | 13 |
| 4 | 14 |
| 5 | 15 |
| 6 | 16 |
| 7 | 17 |
| 8 | 18 |
| 9 | 19 |
| 10 | 20 |

Wordbuilding word pairs

- 1** Make matching pairs. Match the words in box A with their “partners” in box B.

A bride husband friends suit food
singing plans formality fun

B arrangements dancing drink ceremony
family games groom tie wife

- 2** Complete the sentences with matching pairs from Exercise 1.

- 1 We wanted a simple wedding, without the of a normal wedding.
- 2 It was a small wedding. We just invited a few
- 3 The woman usually wears a white dress and the man wears a

Learning skills making full use of your teacher

- 3** Use your teacher as a resource. Read these tips to help improve your English.
- 1 Pay attention to the way your teacher pronounces words and phrases and try to imitate them.
 - 2 Every teacher uses certain idiomatic phrases and expressions. Ask them what they mean.
 - 3 Ask the teacher to correct your mistakes, particularly your pronunciation. Even teachers can feel shy about doing this.
 - 4 Ask your teacher what they think your main fault in English is and how you can correct it.
 - 5 Tell your teacher what kinds of books you like to read and ask them to recommend some in English.
 - 6 Make sure that you have the vocabulary you need (e.g., to describe your job). Ask your teacher to supply these words.

- 4** Answer these questions. Then check with your teacher. Does your teacher agree with you?

- 1 Can you pronounce these words from Unit 10?
 - a disobey
 - b dairy
 - c future
- 2 Which one of these do you think you have most difficulty with?
 - a using the right tense
 - b lack of vocabulary
 - c pronouncing things correctly
- 3 What can you do well in English?
 - a study
 - b communicate at work
 - c get around in a foreign country

Check!

- 5** Complete these phrasal verbs and idiomatic phrases. You can find all the answers in Student Book Unit 10.

Quiz Time

- 1 Try not to give to all your children's demands. (preposition)
- 2 We don't eat much these days because restaurants are so expensive. (preposition)
- 3 Parents who are very relaxed and laid- don't push their children to be high achievers. (preposition)
- 4 Sarah and I have a lot common. (preposition)
- 5 Bringing up children is complicated, but if you use your common you won't go far wrong. (noun)
- 6 We didn't agree at first, but in the end we found some common (noun)

Unit 11 Knowledge and learning

11a Conserving languages

Reading enduring voices

- 1 Read a description of the work of Dr. K. David Harrison and the Enduring Voices team at National Geographic.

Dr. K. David Harrison believes that language diversity is just as important as biodiversity. He's part of a National Geographic project called "Enduring Voices," whose aim is to document languages which are little known and in danger of becoming extinct. It's estimated that over half the world's 7,000 languages will disappear by 2050 and so the race is on to trace and record these languages, and also to help keep them alive.

Diversity does not depend on the size of a territory or country. In Bolivia, which only has a population of twelve million, there are 37 different languages, belonging to eighteen language families. This is the same number as the whole of Europe.

Dr. Harrison seeks out these language "hotspots"—places where there is a great diversity of languages spoken and where some are in danger. Studies in the Oklahoma region of the US succeeded in discovering 26 languages, one of which, Yuchi, had as few as seven speakers. By highlighting this fact, researchers were able to help the community to keep this dying language alive.

- 2 Complete the sentences from the description using the correct form of these verbs.

document record seek out trace

- 1 He is part of a National Geographic project called Enduring Voices, whose aim is to languages which are little known.
- 2 The race is on to and these languages.
- 3 Dr. Harrison these language hotspots.

Grammar *could, was able to, manage to, and succeed in*

- 3 Complete the sentences about learning a language using *could, was/were able to, manage to, or succeed in* and the verb in brackets. Sometimes more than one answer is possible.

- 1 The video I got was in Turkish, but I (find) English subtitles on the main menu.
- 2 My sister is an amazing linguist: she (speak) four languages fluently by the time she was twelve.
- 3 Esperanto was invented to be a world language, but supporters of it (never / convince) enough people to use it.
- 4 When I first moved to New York, I (not / understand) native speakers because they seemed to mumble when they spoke.
- 5 I had a friend who was brought up speaking three different languages, but I was never sure if he (express) himself clearly in any of them!
- 6 I spent eight years learning Italian, but when I tried to use it a couple of years ago, I found that I (remember) the grammar but not the vocabulary.

Vocabulary learning

- 4 Match the expressions (1–8) with the correct definition (a–h).

- | | |
|----------------------------|----------------------------|
| 1 pick up | a become involved in |
| 2 take in | b not know about |
| 3 learn by trial and error | c learn as you go along |
| 4 inspire | d understand simply |
| 5 have a basic grasp of | e know about |
| 6 engage with | f absorb |
| 7 be ignorant | g motivate |
| 8 be aware of | h learn by making mistakes |

- 5 Complete the sentences using a verb or expression from Exercise 3.

- 1 Don't worry about explaining. I'm sure I'll it
- 2 She's a great teacher. She really knows how to her students.

11b Memory loss

Reading memory loss

- 1 Read about two types of memory loss.

1 Prosopamnesia

Prosopamnesia is an inability to remember faces. It is something that many people have in a mild form, but in severe cases sufferers can forget the faces of even close friends or associates. People can be born with this syndrome or it can be acquired during their lives.

Philippa's story: "I'm terrible at remembering faces. I recall being at a conference at UC Berkeley in California and another academic came up and started chatting to me. I would have asked his name, but knowing my inability to remember faces I didn't in case he was someone I was supposed to know. Anyway, it turned out that we had a friend and colleague in common. 'Oh yes, I know William Child,' I said. 'We collaborated on a research project last year. He came to dinner at my house many times. How do you know him?' 'I am William Child,' the man replied."

2 Source amnesia

Also called "memory distrust syndrome," source amnesia occurs when a person is unable to recall the context in which they learned about something. Subconsciously, they then attribute the fact to some other, usually reliable, source. This can happen when the real source is not reliable and the person very much wants to believe that the fact is true.

Jon's story: "I work as a lawyer, and in my line of work I often come across people who have persuaded themselves of a version of events that may not be true. I had a witness who was going to give evidence in court that her neighbor had thrown a brick at her car. She clearly believed that this had happened, and was determined that her neighbor wasn't going to get away with it. But it turned out that it was not her own memory of events, but what another neighbor had told her."

Grammar future in the past

- 2 There are four examples of the "future in the past" forms in the text. Underline the examples. Which of the other future in the past forms could be used in each case?

was/were about to do was/were going to
was supposed to would do would have done

- 1
2
3
4

- 3 Complete the sentences using a future in the past form. Sometimes more than one form is possible.

- 1 "I'm so sorry. I
(write) you a letter, but I lost your address."
2 "I promised her I
(speak) to my boss about finding her a job, but I forgot."
3 "I (take) my
driving test sooner, but I didn't feel ready."
4 "That's funny. I
(just / ask) you exactly the same question."

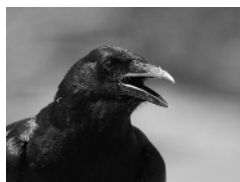
11c Intelligent animals

Reading

- 1 Match the name of the animal with the correct picture.

Bonobo ape
crow

border collie
dolphin



1

2



3

4

- 2 Read a description of four intelligent animals. Write the number of the description (1–4) next to the intelligent behavior that this type of animal is known for.

- 1 Meg is a border collie, a smart breed of dog used by farmers because they understand instructions well and they like to be helpful. Their usual job is to round up and direct sheep. You can show Meg a picture of a toy and tell her its name (like a duck or a frisbee), then ask her to go and find it in a room full of toys. Once she has found it once and learned the name, all you have to do the next time is to ask her to fetch the the duck or the frisbee from the room and she will go and find it.
- 2 Betty is a New Caledonian crow. These animals are pretty inventive tool makers. In the wild, they use sticks, for example, to get insects out of trees. But what they found in the lab was that these birds were able to make tools from materials that they had never used before. Experimenters placed a piece of meat in a little basket and put it in a tube. Betty looked at the problem, then found a straight piece of wire, bent it into the shape of a hook using her beak and lifted the basket from the tube.
- 3 Maya is a dolphin. I think most people know that dolphins have incredible imitative abilities. They can see an action performed and then repeat it when ordered to. They also seem to understand spoken directions from humans very well. So

you can get two of them to leap out of the water and turn a somersault at the same time. But in fact they do these kinds of synchronized tricks in the wild anyway, because they're naturally playful creatures, but no one really understands how they communicate with each other to get the timing so perfect.

- 4 Kanzi is a Bonobo ape who has been taught sign language so that he can communicate with humans. One anecdote about his intelligence is that on a walk in the woods, Kanzi indicated that he wanted marshmallows and a fire. He was given the marshmallows and some matches. He found some twigs, broke them into pieces, built a fire, lit it with the matches, and then, most amazingly, toasted the marshmallows on a stick over the fire. Bonobos are known for being expressive and good communicators, but even experts who study them were surprised by this behavior.
- a They are good at copying what they see. ☐
 - b They are good at communicating. ☐
 - c They like to follow instructions. ☐
 - d They make implements to get different jobs done. ☐

- 3 Match the words from the descriptions with the adjectives below (1–4).

inventive smart expressive playful

- 1 intelligent
- 2 creative
- 3 fun-loving
- 4 communicative

Word focus *learn*

- 4 Complete the sentences using expressions with *learn*.

- 1 You have to learn to w..... before you can run.
- 2 It's never too l..... to learn.
- 3 In life, you have to learn from your m.....
- 4 I learned a few t..... of the trade.
- 5 Never again. I've learned my l.....
- 6 Just learn to l..... with it!
- 7 I learned the hard w.....
- 8 I've learned the whole poem by h.....

11d Ask the teacher

Real life getting clarification

1 Complete these phrases with the correct verb.

- 1 What do you by "difficult"?
- 2 Can you up a little? I can't hear you.
- 3 Can you what the test at the end of the course covers?
- 4 I'm sorry. I not really with you.
- 5 Are you that learning the historical dates isn't important?
- 6 Could you me an example of an important historian of the last century?
- 7 There's a lot of information to in.
- 8 I didn't that last word. Can you repeat it?

2 Read a conversation between a student and a teacher. Answer the questions.

Student: Hi, have you got a minute? I just wanted to ask a bit more about what you covered in class.

Teacher: Sure, how can I help?

Student: Well, I don't really have the same background knowledge as some of the other students.

Teacher: Don't worry. I think a lot of people find it difficult at first. Things will become clearer.

Student: Well, can you explain what the course is going to be about, because I thought it was going to be about Roman history mainly.

Teacher: Well, it's a mixture of Greek, mainly Hellenistic, and Roman history.

Student: Sorry, I didn't catch that word. Helle-something?

Teacher: Hellenistic. Alexander the Great and so on.

Student: Oh, yeah... OK. And are you saying that no previous knowledge of ancient history is needed?

Teacher: Well, a little understanding of the geography of the Eastern Mediterranean is helpful, and if you've heard or read some Greek myths and legends, it helps too.

Student: Sorry, I'm not really with you. You mean stories like the Trojan War and so on?

Teacher: Exactly.

Student: OK, well could you give me an example of a book I could read now, outside class?

Teacher: Um, you could have a look at some texts by Herodotus. He was a historian of the 5th century BC and his histories read more like good adventure stories!

Student: Did you say Herodotus?

Teacher: That's right, H-E-R-O-D-O-T-U-S.

Student: OK, thanks. I'll do that.

1 What is the subject?

.....

2 What is the student worried about?

.....

3 What does the teacher recommend?

.....

3 Grammar extra verbs with indirect objects

► VERBS WITH INDIRECT OBJECTS

Some verbs, e.g., *tell* and *show*, can be followed by an indirect personal object. Other verbs, e.g., *say* and *explain*, don't always need an indirect personal object. If you use an indirect personal object with these verbs, you must put *to* before the object.

He told me about the history course.

I showed him a copy of the lecture notes.

They explained (to me) that I could find the reading list online.

Look at the sentences below and write the pronoun *me* where necessary.

- 1 Can you tell how many hours of study we're expected to do each week?
- 2 Do you recommend that I should read Stephen Hawking's book?
- 3 She said that I could get most of the books from the library.
- 4 She also explained that the library was open until 10 p.m.
- 5 Can you show how that works?
- 6 He taught that I didn't always need to write such long essays.

11e A letter to a college

Writing an email about a misunderstanding

1 Match the two parts of the sentences about a misunderstanding over an application for a course. What seems to be the problem according to the writer?

- 1 The website said the deadline for applications was August 20.
 - 2 Despite the fact that my application arrived in time,
 - 3 I am not someone who does things at the last minute.
 - 4 While I appreciate that you have a lot of applicants,
 - 5 Whereas most colleges seem to select applicants on the merits of their application,
- a you choose people on a "first come, first served" basis.
 - b I cannot understand why you have chosen to ignore those people who applied after July.
 - c In fact, I sent in my application at the end of July.
 - d I am always careful to meet deadlines.
 - e I was told that I had missed the deadline.

2 Writing skill linking contrasting ideas

Rewrite these sentences from the reply to the applicant's letter using the words given.

- 1 We sympathize with your situation, but it is too late to do anything about it now. (while)
.....
.....
- 2 Despite the fact that you sent your form in before the deadline, we had already received too many applications. (although)
.....
.....
- 3 You say in your letter that we have no right to do this, but the college has the right to close the application process early. (in actual fact)
.....
.....
- 4 Most colleges would keep your application fee, but we are refunding it to you. (whereas)
.....
.....

3 Look at the notes and write a letter to a college. Include the following points.

- a Reason for writing: you can't attend the accounting class this semester.
- b Misunderstanding: you thought it was an evening class, but it's during the day.
- c Effort on your part: your company would like to give you time off, but they can't.
- d Apology: probably your mistake, but these things happen.
- e Action required: want the college to refund the money paid for the class.

Dear Sir / Madam:

- a
- b
- c
- d
- e

I look forward to

Sincerely,

Wordbuilding idiomatic expressions

- 1 Read the story. What do the idiomatic expressions in bold (1–6) mean? Match the idiomatic expressions with the definitions (a–f).

I don't know when ¹ **it first dawned on me** that it would be a good idea to grow my own vegetables. I know ² **it struck me** some time ago that vegetables in the grocery store were getting very expensive. ³ **It occurred to me** that if more people grew their own, we wouldn't have to import so many. I ⁴ **didn't have a clue** about growing plants, but then I read a fantastic book written by woman called Joy Larkcom. The book really ⁵ **opened my eyes**. That was six years ago and it has become more than a hobby. ⁶ **It never crossed my mind** that I would become an expert, but now a lot of neighbors come and ask me for my advice.

- a I had a strong impression
- b helped me to see the truth
- c was ignorant
- d I realized
- e I had the idea
- f I didn't ever think

Learning skills techniques for memorizing

- 2 People remember things in different ways. Some remember better by hearing (auditory learners), some by seeing (visual learners), and some by doing or by action (kinesthetic learners). It is important to know how you remember things. What do you remember of the following items in Unit 11?

- 1 Maria Fadiman's work on conservation of plants.
- 2 How *could* is different from *managed to*.
- 3 The intelligence of Alex, the gray parrot.
- 4 Useful phrases for checking understanding.
- 5 Idiomatic expressions containing the word *learn*.

- 3 How did you remember the information? Was it through something:

a you heard? b you saw? c you did?

- 4 Look at these tips for memorizing. Check (✓) the one(s) you feel suit you best.

- a **Auditory:** Record five words that you need to learn, putting each into a sentence. Then listen to them again last thing at night.
- b **Visual:** Draw a picture of the words that you need to learn. Look at the pictures the following day and see if you can remember the words.
- c **Kinesthetic:** Work with another student and simulate a situation that illustrates the meaning of the word. Or think of an action that would help you remember the word.

- 5 Try to memorize these words and expressions from Unit 11 using the tips in Exercise 4.

absorb grasp gut feeling learn your lesson
a misunderstanding

Check!

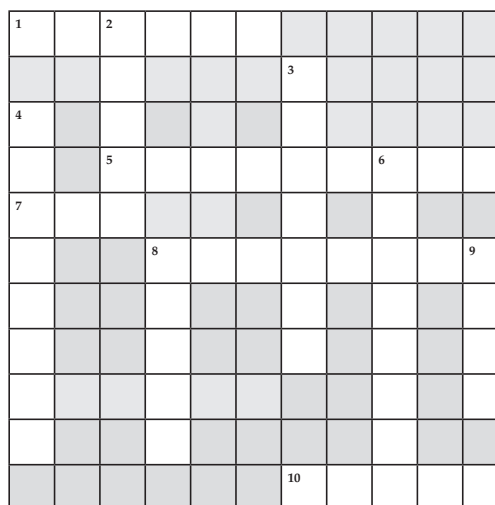
- 6 Complete the crossword.

Across

- 1 Maria Fadiman's stories help students to with the subject (6)
- 5 a memory remembers only what it wants (9)
- 7 another word for advice (8)
- 8 the opposite of your "internal" memory (8)
- 10 "Sorry I didn't your name." (5)

Down

- 2 if you understand something in a simple way, you have "a basic" of it (5)
- 3 you can *in doing* something (7)
- 4 a person who studies plants (8)
- 6 the opposite of knowing is being (8)
- 8 one way of learning is by trial and (5)
- 9 "It's never too to learn."



Unit 12 The economy

12a Economics

Vocabulary rich and poor

1 Find and circle the words in the word search that mean the following:

- | | |
|----------------------------|---------------|
| 1 poor | 4 expensive |
| 2 have enough money | 5 income |
| 3 inexpensive
(2 words) | 6 comfortable |
| | 7 very rich |

R	H	P	I	M	O	I	N
E	A	R	N	I	N	G	S
A	R	I	C	C	F	O	T
S	D	C	H	E	A	P	O
O	U	E	S	O	F	U	L
N	P	Y	B	A	F	L	E
A	W	E	L	L	O	F	F
B	I	L	E	F	R	A	T
L	O	A	D	E	D	E	S
E	S	T	O	N	R	I	A

Grammar focus adverbs *only, just, even, too, as well, also*

2 Complete the sentences with these adverbs. Sometimes more than one adverb is possible.

also as well even just only too

- Let's consider people's attitude to money at its simplest level.
- Of course, savers spend money, but when they can afford it.
- People in these countries would have to work longer hours, pay more taxes, and accept lower wages.
- You risk losing the money but you risk putting the borrower in a difficult situation.
- We need both types of person, but if they lend and borrow responsibly.

3 Write the focus adverbs in the correct place in the sentences.

- Some people believe that if you go through life saving money, you will never have any fun. **ONLY**
- Some people keep spending money when they can't afford to. **EVEN**
- You can guard against bad times by putting aside a small amount of money each week. **JUST**
- If a few people save money, the banks won't have any to lend. **ONLY**
- I'm not the only person who has debts. Other people have them. **ALSO**
- Attitude to money is partly a cultural thing, but it has something to do with your upbringing. **AS WELL**
- Some people are careful with money in hard times and in good times. **TOO**
- Borrowers admit that they sometimes borrow money irresponsibly. **EVEN**

Vocabulary money

4 Complete these sentences with the correct noun. Use the verbs in brackets to help you.

- To buy the car, I had to make of \$90 a month for five years. (pay)
- We need to cut back on our because the cost of living has become so high. (spend)
- They say that gold is a good right now. (invest)
- We took out a from the bank to finance the purchase of our apartment. (lend)
- If you can't afford college tuition, then the government gives you a (give)
- We wanted to increase our so that we could build an extension on our house. (borrow)
- The public of the US are counted in trillions of dollars rather than billions. (debt)
- Public sector workers are protesting because their have been frozen for the last two years. (earn)

12b Cheap labor

Reading the slave economy

The history of successful industries has always been a story of cheap labor. Clearly, if you can get people to work for very little, your business will be more profitable. Even in more recent times, you can track the movement of industry—textiles and tuna canning are two striking examples—to the places where the work can be done more cheaply.

But imagine the profits if your laborers work for nothing. In other words, if you use slaves as the European colonial powers of the 16th to the 19th centuries did. Those countries that had colonized the Americas became dependent on slave labor for their survival. Colonial officials believed that the land they had “discovered” in the Americas was useless without sufficient labor to exploit it. However, since there were not sufficient European or Native American workers, large numbers of African people were captured and transported to the Americas to work.

The trans-Saharan slave trade had long supplied slaves from central Africa to work on sugar plantations in the Mediterranean. Having proved themselves competent workers in Europe, enslaved Africans became the labor force of choice in colonial America.

1 Find words or expressions in the article with the following meanings.

- 1 follow (para 1)
.....
- 2 making a strong impression (para 1)
.....
- 3 enough (para 2)
.....
- 4 good at one’s job (para 3)
.....
- 5 favored or preferred (para 3)

Grammar causative *have* and *get*

2 Put the words in parentheses into the right form to complete these sentences.

- 1 It’s evident that if you can
..... (have / people / work) for very little money, your business is going to be more profitable.
- 2 Companies are always searching for a country where they can
(get / their work / do) more cheaply.
- 3 Imagine how much more profitable it is if you
..... (get / your laborers / work) for nothing.

- 4 The traders who sent slaves to the Mediterranean also
..... (have / 10,000 slaves a year / send) to serve owners in America.
- 5 The slave owners
..... (get / the slaves / work) first on the sugar plantations, then on tobacco plantations.
- 6 On the plantations, the owners
..... (have / their slaves / work) as butlers, waiters, maids, etc.
- 7 In urban areas, their owners
..... (get / them / learn) various trades.
- 8 In the 19th century, the British textile industry
..... (have / cheap cotton / ship) over from America.

Vocabulary domestic jobs

3 Complete the sentences about repairs to a house. The first letter of each verb has been given.

- 1 We need to get someone to f..... this carpet. The shape of the room is so irregular.
- 2 I’ve asked John to p..... up some new shelves in the living room. He’s a professional carpenter.
- 3 I think we can d..... the room ourselves. We don’t need to have it done by a professional painter.
- 4 The kitchen units came in pieces and I had to a..... them by myself. It took me about seven hours.
- 5 Can you call a roofer? The roof’s still leaking and we need to get it f..... .
- 6 You know that guy who t..... our bathroom walls—he did a terrible job. There are cracks everywhere.
- 7 Do you know anyone who can p..... a ceiling? We have cracks in our living room and I’m worried the ceiling’s going to come down.
- 8 Can you help me to h..... this picture on the wall?

12c The world of barter

Word focus *hard*

- 1 Complete the text using an expression with *hard*. There are two extra expressions.

hard bargain hard work hard feelings hard up
hard-headed hard luck

If you are ¹ and short of cash, then barter, or trading, may be a good solution for you. You don't have to be a ² business person to make it work, because exchanges are done in a spirit of cooperation. In direct barter, the negotiation is friendly and there is no question of trying to drive a ³ So there are never any ⁴ between the barterers, with one person feeling they have "won" in the deal and the other feeling cheated.

2 Grammar extra *hard* and *hardly*

► *HARD* and *HARDLY*

The adjective *hard* has two different adverb forms: *hard* and *hardly*.

*I'm trying **hard** to see the advantage of it.* (I'm making a big effort.)

*It **hardly** seems worth the effort.* (It's almost NOT worth the effort.)

Note the position of the *hard* and *hardly* in relation to the verb.

Look at the grammar box. Then complete the sentences using *hard* and *hardly* and the verbs in the correct form.

- 1 runs / hard
 - a He He'll be in good shape if he manages to keep it up.
 - b He It's more of a walk.
- 2 works / hard
 - a She now. She goes in to the office once a week, I think.
 - b She now. She has a new boss who's very demanding.
- 3 know / hard

I him. We've met twice, I think.

- 4 thought / hard
 - a I about it. It wasn't an easy decision.
 - b I about work when I was away on vacation.
- 5 tried / hard
 - a The team It was as if they didn't care.
 - b The team , but they weren't good enough to win.

3 Look at these DIY jobs and match each one with the professional who does it.

- | | |
|-----------------------------------|---------------------|
| 1 fixing a leaky faucet | a a gardener |
| 2 rewiring a house | b a plumber |
| 3 cutting the grass | c a carpenter |
| 4 demolishing a wall | d a general builder |
| 5 hanging a new front door | e a painter |
| 6 painting the outside of a house | f an electrician |

12d Organizing an event

Real life negotiating

1 Match the expressions (1–6) with phrases with the same meaning (a–f).

- | | |
|--------------------------|----------------------------|
| 1 to be honest | a in your shoes |
| 2 the key thing | b what's important |
| 3 let's face it | c when all's said and done |
| 4 if I were you | d to tell you the truth |
| 5 at the end of the day | e you have to understand |
| 6 you have to appreciate | f be realistic |

2 Read a conversation between two people in a negotiation and answer the questions.

Client: So there'll be about 60 of us. We want some food but nothing too fancy. I suspect a lot of people will be going home and having supper later anyway.

Caterer: OK, so what did you have in mind? A few appetizers, some sandwiches?

Client: Well, I was hoping we could have something a little more exciting than sandwiches.

Caterer: Perhaps if we prepared some sushi, some smoked salmon...

Client: Yes, that would be much more like it. Is that going to be very pricey?

Caterer: About \$15 per person.

Client: Mmm...that's expensive, but it is an important occasion. You know, it's a going away party for someone who's been working with us for 37 years, so we don't want it looking cheap.

Caterer: I think that's a good way to look at it. If I were in your shoes, I'd like to put on an event that people would remember. By the way, the \$15 also includes the waitstaff for two hours.

Client: Oh, we don't need that. We can just help ourselves. Would that reduce the price a little, then?

Caterer: No, I'm sorry. You have to appreciate that we have to come and set it all up and take it away anyway, so we might as well serve it while we're there.

Client: I see. Well, the key thing for us is that it's a nice relaxing event, so we'll go with that, I guess.

Caterer: Great. Just let me know exact numbers when you have them.

1 What event are they discussing?

2 What does the client try to negotiate?



3 Grammar extra would

► WOULD

The function of *would* is to make what you say sound more polite or diplomatic, so it is often used in negotiations.

*Yes, that **would** be much more like it.*

***Would** that reduce the price a bit, then?*

Rewrite these sentences using *would* to make the sentences more diplomatic.

1 I'm afraid that will be difficult for me.

2 Can you move a little on the price?

3 Are you willing to negotiate?

4 I need to have some kind of guarantee.

5 When do you need to know?

6 I don't want to put you to any trouble.

12e A proposal

1 Writing skill sub-headings and bullet points

Look at the first excerpt from a report. What is the report about?

I have now spoken on the phone to two different caterers about the food to be served at the Annual General Meeting (AGM). One was Angel Foods, which is a local company, and the other is Carrick's, a large catering chain.

Summary

Two caterers have been contacted:

- Angel Foods, a local firm
- Carrick's, a large catering chain

2 Rewrite these excerpts from the rest of the report. Use bullet points and concise language.

1

There are several things that we ought to think about before we make a decision. How much food do we need to provide? How much is it going to cost us? Do people have any special dietary needs?

Three factors to consider

-
-
-

2

The caterer has suggested various types of food—some hot food which will cost about \$15 per person (expensive, I think) and cold food which costs about \$10 per person.

The caterer

-
-

3

I suggest that we should go with Angel Foods, because they seemed to understand better what we want, and I think they will do it for a better price.

Recommendation

.....
.....

Writing a report

3 Read the report. Then rewrite it in the framework given, making the language more concise and using sub-headings and bullet points.

I met a caterer, Party Foods Ltd., yesterday and we discussed the food and arrangements for our office party on December 12, and this was what they proposed. They suggested that we have a range of different types of sandwiches and also hot and cold appetizers. Sandwiches on their own would cost \$10 per person and a mixture of sandwiches and cold appetizers would be \$12 per person. If the appetizers were hot this would be an extra \$2 per person—so a total of \$14 per person.

Also, if we want, they can provide drinks. Alternatively, we can buy our own and they will charge a small amount for serving them—I think she said an extra \$1 per person.

I think we should go for the mixture of sandwiches and cold appetizers, and then provide our own drinks. I can organize that part of it.

Subject: Office party December 12



Summary

.....
.....
.....

Food

-
-
-

Drinks

-
-

Recommendation

.....
.....

Wordbuilding *the* + adjective

- 1 Can you think of the right adjective for these groups of people in society?
 - 1 People with a lot of money *the rich*
 - 2 People without a job
 - 3 People with very little money
 - 4 People with nowhere to live
 - 5 People over 70
 - 6 People who are well-known
 - 7 People who can't see
 - 8 People who can't hear
 - 9 People who can't read or write
 - 10 People who are ill
- 2 Which of the answers in Exercise 1 describe people in a positive situation (P), a negative situation (N), or neither positive or negative (X).

Learning skills using the Internet

- 3 The following ideas are ways you could use the Internet to help you learn. Check (✓) the ideas you could use.
 - 1 Listen to or watch the news in English online. Make note of key words as you listen to each story. Check their meaning online or in a dictionary. Then listen again.
 - 2 Search for articles relevant to your interests on news websites. Read the title and the first paragraph. Then think of two questions you would like answered by the article. Then read the article and find the answers.
 - 3 If you are not sure how to pronounce a word, check in an online dictionary. Then practice saying it.
 - 4 If you listen to English or American songs, search for the lyrics online. Follow them as you listen to the song. Look up any words you don't know.
 - 5 Search for interesting quotations, sayings, and anecdotes on websites. Try to memorize them.
- 4 Use the Internet to find the following:
 - 1 What does the word "spin" mean in the context of political news?

- 2 How do you pronounce "rhythm"?
- 3 What are the opening lyrics to "Big Yellow Taxi" by Joni Mitchell?
- 4 A good quotation on the subject of "success."

Check!

- 5 Complete the sentences about the economy using information from Unit 12. Then use the first letters of each word to make something that many of us dream of having!



- 1 Poverty is a _____ concept. You can be classified as poor if you earn less than 60% of the average person.
- 2 Norway is a country that has saved money for the future rather than _____ it all in its infrastructure.
- 3 The servant economy is growing in developed countries; even people who are not very well-off have a _____ come and clean the house once a week.
- 4 In the Stone Age, _____ gatherers had a kind of gift economy. This was because they had a lot and needed little.
- 5 "At the _____ of the day" is a commonly used phrase in negotiations.
- 6 The opposite of saving money is _____ it.

Word: _____

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Illustration: Kevin Hopgood Illustration PP 19, 60.

